



Teen Health 9

Teacher: Ann Hettick
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Office Hours: Tuesday 1:00-1:30
Wednesday 3:05-3:30
By appointment

Required Materials: A section in the binder or organization method of student. Around 57 pieces of college ruled paper (one page per day).

Text Used: Health Facts ETR Associates 2004 (class set—students will not be carrying home).

Supplemental Materials: Discovery Health, Sci-Show, BBC Health Series, ASAP, AYCE guest speakers, FAST guest speakers, recovering addict guest speakers.

Course Overview: Health is the discipline of self. Throughout the trimester we will be working to improve health literacy by learning and practicing health vocabulary and participation skills all while learning how to stay healthy and meeting the Oregon Department of Education standards of health. Listed below are the content areas:

HEALTH EDUCATION STATE STANDARDS AND CONTENT AREAS:

- ⇒ Alcohol, Tobacco and Other Drug Prevention
- ⇒ Promotion of Healthy Eating
- ⇒ Promotion of Mental, Social and Emotional Health
- ⇒ Promotion of Physical Activity
- ⇒ Promotion of Sexual Health
- ⇒ Violence and Suicide Prevention

Unit 1—Promotion of Mental Health

I can demonstrate acquired knowledge and skills through reading, writing and speaking assessments that show understanding that mental health contributes to building and maintaining healthy relationships. Assessments are listed below:

Strategies for Teaching and Assessing Learning Target

- I can classify personal stressors at home, in school and with peers.
- I can practice strategies for managing and reducing stress, anger and conflict.

- I can set a goal to reduce/cope with life stressors in a health-enhancing way.
- I can explain the causes, effects and symptoms of depression, including suicide.
- I can identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide.
- I can demonstrate the steps to healthy communication in problem solving, anger management and impulse control.
- I can identify school and community resources that can help a person who is depressed or contemplating suicide.
- I can demonstrate effective communication skills.

Unit 2—Healthy Eating

I can demonstrate acquired knowledge and skills that show understanding that practicing healthful nutrition habits contribute to the growth and energy that help to prevent chronic disease.

Strategies Used for Teaching and Assessing Learning Targets

- I can describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.
- I can explain eating disorders and symptoms.
- I can explain the importance of variety and moderation in food selection and consumption.
- I can describe the impact nutrition has on chronic disease.
- I can determine the benefits of healthy weight control and identify unhealthy weight control practices.
- I can set a personal health goal based on a dietary analysis to enhance health.
- I can differentiate between pro-healthy and anti-healthy words and actions in the media.

UNIT 3—Alcohol, Tobacco & Other Drugs

I can demonstrate acquired knowledge and skills through reading, writing and speaking assessments that show understanding of the physical, social and emotional effects of alcohol, tobacco and other drugs and their use

Strategies Used for Teaching and Assessing Learning Targets

- I can advocate for the benefits of abstaining from or discontinuing drug use.
- I can describe the potential addictive qualities of alcohol, tobacco and other drugs,
- I can explain the dangers of cigarette smoke.
- I can describe the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior
- I can analyze the influences and pressures teens face regarding issues of alcohol, tobacco and other drug use.
- I can explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep coordination, and reaction time and the related impairment of behavior judgment, and memory

- I can debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

UNIT 4—I can demonstrate and show understanding of the importance of safe behaviors in maintaining sexual health.

Strategies for Teaching and Assessing Learning Targets

- I can explain why abstinence is the safest, most effective method of protection from STI's and pregnancy.
- I can identify the possible short and long term consequences of sexual activity.
- I can describe contraceptive methods, disease reduction measures, proper use, and their effectiveness.
- I can compare the effectiveness for a variety of contraceptives, including abstinence and disease prevention.
- I can demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.
- I can use decision-making process to make healthy choices around sexual health.
- I can demonstrate effective communication skills within healthy relationships.
- Explore the effects of gender differences and roles in healthy relationships.
- I can identify screenings, including melanoma, breast and testicular self-examinations and medical testing necessary to maintain reproductive health.

COMMON CORE STATE STANDARDS

In addition to health standards, students will be learning and practicing *common core state literacy standards* through reading, writing and speaking. The standard we will practice in teen health is:

Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Students will practice the above standard by learning, practicing, and being assessed on health literacy vocabulary.

COMMON CORE LEARNING TARGETS

- I can identify symbols, key terms, and words or phrases when used in a health context.
- I can use various strategies to determine the meaning of symbols, key terms and health words or phrases in a text.
- I can locate and use resources to assist me in determining the meaning of unknown, key terms, words, and phrases.

CLASSROOM POLICIES

Attendance:

- * Attendance is the single most determining factor as to whether you will be successful in this class.
- * Attendance policy is the current school policy (students who have more than 5 unexcused absences, will receive partial credit)

Being Late:

- Students have the opportunity to earn up to 6 points per day for attendance, punctuality and behavior. Having an unexcused tardy will result in a reduction of three points per tardy, per day

Student Responsibility after an Absence:

If you are absent, it is your responsibility to check with other students, the teacher or SYNERGY regarding missed work. For every day that a student is absent, that is how many days he/she has to make-up missed work or exams.

Late Work

Due to the light homework load in this class, late work is not accepted.

GRADING

Grades are based on a standard, weighted grading system, meaning, each category accounts for a percentage of the total grade. Grades will be updated weekly and are available online on Synergy.

Students will be graded on the following criteria:

- * Demonstration of student progress toward learning targets and assessments. Examples of items of evidence that could be included in grade: class work, quizzes, unit tests, work samples, homework, projects, evidence on new learning.

SCALE

A 90-100%	Exemplary work and strong demonstration of learning. Mastery of expectations.
B 80-89%	Developing mastery. Above average progress and knowledge.
C 70-79%	Student has made adequate progress and has minimum knowledge
D 60-69%	Student has made below average progress and has less than minimum knowledge.
F Below 59%	Student has shown little progress and teacher is unable to make a judgment about student's learning.

WEIGHTS

40% Classroom Participation

40% Tests and Quizzes

20% Classwork and Homework

Accommodations will be available for identified 504, IEP and TAG students.

CLASSROOM PARTICIPATION

Students will have the opportunity to earn up to six points per day for daily participation and behavior. This includes:

- Being on time to class.
- Being respectful toward teacher and classmates (not side talking, blurting out, using inappropriate language, etc.)
- Being engaged during classroom activities (not sleeping, working on other homework, etc.)
- Not using cell phones. *If inappropriate use of cell phone occurs teacher will take phone away and notify parents or administration. Teacher will hold onto phone until the end of the lunch period. Students will lose participation points for the day.*
- If the educational process is thwarted due to behavior, students will lose participation points for the day and parents will be notified.

DISCIPLINE

Students are expected to come to class prepared to learn and engage. This means bringing writing utensils, binder, paper, homework and class materials.

If behavior reflects otherwise, students will receive a verbal warning (and a reduction of points for daily participation).

If behavior does not stop after warning, students will be asked to leave class resulting in loss of all daily participation points as well as a visit with an administrator, or counselor.

If behavior persists, a meeting with an administrator/counselor, teacher and parents will be scheduled.

TESTS

Vocabulary tests are closed note.

Unit Tests are open note.

The final exam consists of one part open-note and one part closed note.

If a student is absent on a test day, they can arrange a time to make-up test.

PARENTAL NOTIFICATION/PERMISSION

Throughout this term, we will be learning about topics that some parents feel, might not be appropriate for their child. Listed below are said lesson and approximate dates.

If a student is not able to attend any of the below lessons, alternate assignment will be given and collected.

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|-------------|---|
| 12/11-12/12 | Lesson on depression, suicidal behavior and prevention of .
A.C.T.— <i>acknowledge, care, tell</i> communication method |
| 2/9 | Recovering drug addicts speak to class regarding dangers of drugs and drug life. They are from the Buckley house. |
| 3/6 | Condom demonstration. Students are taught the proper way to use male and female barrier method protection. |
| 5/6-5/7 | AYCE program. American Youth for Contraceptive Education. Consists of a group of 6-7 seniors from the International High Schools, that provide interactive lessons on: safe sex, contraception and relationships. |

If there are questions, about ANY of the curricula taught in Teen Health, please contact Ann Hettick via email at: hettick@4j.lane.edu

If your child can attend all lessons in Teen Health including the above, please fill out below:

PRINTED NAME OF STUDENT

PRINTED NAME OF PARENT

SIGNATURE OF PARENT

IF NOT, PLEASE CIRCLE THE LESSON ABOVE AND SIGN HERE:
