

Middle and High School Health
Behavior Expectations, Discipline Policy & Grading Policy

“Without health life is not life; it is only a state of languor and suffering - an image of death.” – Buddha

My goal as an educator is to instill in my students that health is everything. It takes a lot of hard work and dedication, but maintaining ones health should be above all things. We will work together to learn about a variety of health topics that can be challenging and uncomfortable at times, but will ultimately teach new skills and tools that will help students be healthier.

Behavior Expectations:

1. Respect People and Property – i.e. no rough physical play, damage to property, no name calling or “put downs,” and no fighting
2. Use Appropriate Language and Voice Level – i.e. no insulting, teasing, swearing, talk of inappropriate subjects, or loud yelling
3. Ask Permission to Leave Group/Group Area – i.e. to use bathroom, to get water, stay with group when outside classroom
4. Be Responsible for Personal Things and Group Area – i.e. take all belongings with you when you leave, and help the group clean up at the end of activities
5. Listen Respectfully when Directions are Given – i.e. circle up when you hear the whistle, follow directions after the first time they’re given, and quiet when someone else is talking
6. Ask for Time Out or Personal Time when Needed – i.e. talk with an adult if you are having a problem with another person or you need to take a break.
7. Give New Activities and Ideas a Chance – i.e. always put forth your maximum effort

Discipline Policy:

When problems arise in the classroom, these are the steps taken to maintain a positive learning environment.

- Verbal Warning #1 – give clear and specific direction to student
- Verbal Warning #2 – reminder of specific expectation and behavior
- Time Out/Break – students will be asked to go to the “Chill Zone” to think about how they can have an easier time for the rest of the day and share their idea with the teacher.
- Sent out of Classroom and Call Home

Grading Policy:

In this course a student's grade consists of four things and will each be worth a certain amount of points: *participation, homework/ in-class work, test/projects, and journal reflections*. At the end of each marking period the total number of points will be added up and the student's points will be divided by the points possible, which will give it student their grade for the quarter.

Participation points will be earned each class by:

- Actively participating in group discussions
- Being a respectful audience for both the classroom teacher as well as your peers
- Working on in-class work and in small group discussions in ways that are not distracting to others
- Entering class prepared to work. (i.e. do you have your notebook and pencil, homework, or project)
- Using class time efficiently. (maintaining focus and getting class work done on time)

You will be awarded three points for each of these bullets everyday based off in class performance, for a total of fifteen points.

Journal reflections:

During the last five minutes of every class, I will ask you to write a paragraph that sums up the highs or lows of the days lesson. What stood out most about the lesson? What did you have trouble understanding? These reflections will allow me to get a feel of what the student learned most from the lesson, or topics I need to revisit or revise for next time.

Homework:

Homework is due the day after it is assigned unless otherwise stated. Homework that is handed in late will be scored five points lower for every day it is late until ultimately it receives a grade of zero. If in-class work is not handed in by the end of class then it will become additional homework. If that assignment is not handed in by the next health class it will receive a grade of zero.

Tests/Projects:

Each unit will consist of eight, fifty-minute classes. The first five classes will be informational classes where the bulk of the information will be presented in various ways. During class number six, students will be given a rubric of information that they will need to demonstrate they know for that particular topic. The student will then make the choice to either use this study guide to study for a test or to use as a roadmap for a project. Class seven is used for study or project creation, and class number eight will allow test takers to take their exam or provide one more opportunity for projects to be completed. **By the end of class eight, tests will be completed or handed in as is and projects will be handed in as is.**

Example Projects:

- Pamphlet
- Poem
- Skit Script
- Creative essay
- Collage
- Video/flip camera production
- Song
- Poster
- Or any other project option cleared with the classroom teacher.

Middle and High School Health Curriculum

Alcohol, Tobacco, and Other Drugs: August 28- September 27

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Personal and Family: September 30- October 17

This concept area focuses on essential content students need to know about personal and family relationships.

Mental and Emotional Health: October 21- November 15

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Nutrition: November 18- December 13

This concept area focuses on essential content students need to know about nutrition.

The Importance of Physical Activity: January 6- January 24

This concept area focuses on essential content students need to know about and physical activity

Growth and Development: January 27- February 21

This concept area focuses on essential content students need to know about growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Sexual Abuse Prevention: March 5- April 4

This concept area focuses on making students aware of what sexual abuse is, how to deal with it if it happens, and ways in which it can be prevented.

Violence and Injury Prevention: April 7- May 16th

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Fitness Planning and Weight Training: May 19- June 13

This concept area focuses on essential ways to create fitness plans that work for you and how to effectively use weight training equipment.