

Individual and Community Health Syllabus

MYP Level 5 / Grade 10

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I. Course Summary

Individual and Community Health Education is a semester-long course which aims to empower students to develop the motivation for making healthy life choices. In order to reach this objective this health course fosters the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning and participation the course embodies and promotes the holistic nature of wellbeing. Students will explore a variety of concepts that will help foster an awareness of physical, mental, emotional, and social development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. Students will learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This course also offers many opportunities to build positive interpersonal relationships that can help students develop a sense of social responsibility as well as develop the enjoyment, engagement and confidence the student needs in order to achieve and maintain a balanced, healthy life. Health is of central importance to human identity and global communities. It creates meaningful connections among people, nations, cultures and the natural world, and it offers a range of opportunities to build intercultural understanding and greater appreciation for our common humanity. Our goal is to explore how an individual choice can impact our community and society as a whole. Students will engage in a variety of different learning activities, readings, assignments, group work, projects, presentations, research papers, and exams. The International Baccalaureate (IB) learner profile will be followed. Throughout the year, we will learn by using real world situations, current events, debates, discussions, research, literature, and journals to help students to become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

II. Units of Study

Unit 1: Personal Wellness – Identities and Relationships

- *How do my choices affect my personal health and the world around me?*

Unit 2: Mental Health – Identities and Relationships

- *How do my choices affect my mental health and the world around me?*
- *How do my levels of stress affect my personal health and the world around me?*

Unit 3: Fitness and Nutrition - Scientific and technical innovation

- *How do my food choices affect my personal health and the world around me?*

Unit 4: Tobacco, Alcohol, and Drugs – Identities and Relationships

- *How do my choices regarding tobacco, alcohol, and other drugs affect my personal health and the world around me?*

Unit 5: Human Relationships and Reproduction – Identities and Relationships

- *How do my word choices affect my personal health and the world around me?*
- *How do my choices affect my reproductive health and the world around me?*
- *How do my relationships affect my personal health and the world around me?*

Unit 6: Disease and Disorders – Identities and Relationships

- *How do my choices affect my personal health and the world around me?*

Unit 7: Environmental Health – Globalization and Sustainability

- *How do my choices affect my personal health and the world around me?*

Unit 8: Consumer Health – Identities and Relationships

- *How do my choices affect my personal health and the world around me?*

III. Standards and IB MYP Aims:

State/District Standards	Middle Years Program (MYP) Health Education Aims
<ul style="list-style-type: none">•Students will comprehend concepts related to health promotion, wellness, and disease prevention.•Students will be able to analyze the influence of family. Peers, culture, media, technology, and other factors on healthy behavior.•Students will demonstrate the ability to access VALID health information, products, and services to enhance health to prevent/treat disease.•Students will be able to use decision-making and goal setting skills to promote a long, healthy life.•Students will be able to use communication skills to advocate for personal, family, and, community health.•Use and apply lifetime health skill knowledge in order to solve real life scenarios.•Compare and contrast various mental disease/disorders and investigate community mental health professionals and their treatment services.•Develop a personal stress management plan.•Classify the nutrient categories and analyze the effects of poor nutrition on overall health.•Compare and contrast the impact of food choices on the environment.•Evaluate community health services and design a plan for attaining short and long-term health goals.•Investigate environmental health concerns and generate a plan for improvement.•Examine and explain tobacco, alcohol, and other drug effects on society.•Investigate diseases and/or disorders and evaluate the impact on overall individual health and society.•Examine the reproductive system 's functions and identify steps towards maintaining reproductive health.•Analyze the impact of hate and intolerance on individuals and society.•Explore and access relationships (qualities of healthy and unhealthy relationships - dating, friendships, and family, sexual harassment, consent, sexual pressures, cultural and societal values and expectations about relationships, sexuality, and gender)	<ul style="list-style-type: none">• use inquiry to explore physical and health education concepts• participate effectively in a variety of contexts• understand the value of physical activity• achieve and maintain a healthy lifestyle• collaborate and communicate effectively• build positive relationships and demonstrate social responsibility• reflect on their learning experiences

IV. Text

Glencoe Health by Mary H. Bronson, Ph.D.

V. Methods of assessment

In this class, students will complete a variety of IB MYP assessments such as projects, papers, tests, and presentations. Assessments like these give students a chance to demonstrate their knowledge, understanding, and skills, and in turn, these assessments give teachers, families, and students useful information to help improve learning. Students will engage in a summative assessment(s) for each unit. Examples of summative assessments can include: exams/tests, quizzes, projects, research papers, essays, case studies, and/or presentations. Summative assessments will represent 80% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment(s) can include: journal/reflective writing, questions, notes, readings, homework, smaller in-class assignments, graphic organizers, and/or quick writes. Formative assessments will represent 20% of the total student grade for each quarter of the course. Throughout these assessments, the IB MYP Criterion rubrics will be used. IB MYP Criterion rubrics use an 8-point international scale, with 8 representing "excellent achievement" and 1 representing "limited achievement." This scale is converted to a standard A, B, C, D, N scale and point value.

Students are evaluated in the following areas with IB MYP rubrics for this class:

Criterion A	Knowing and Understanding	Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.
Criterion B	Planning for Performance	Students through inquiry design, analyze, evaluate and perform a plan in order to improve performance in physical and health education.
Criterion D	Reflecting and Improving Performance	Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Please also refer to the “Highland Park Senior High School Grading and Assessment Policy” on the Highland Park Senior High webpage for further school-wide policy information on the grading scale, make up work, summative retakes, and/or late work. Students can access scores, grades, missing work, and upcoming assignments and assessments on Schoology.

VI. Other Course Information

Materials Needed/ Supply List:

Required:

I-Pads

Optional:

Notebook or 3-ring binder with loose-leaf paper

Folder

Pen/Pencil

Colored Pencils/Markers

Highlighter Marker

Class Expectations:

Safe, Respectful, and Responsible

It is important that each student comes to class on time each day prepared to learn, work hard, participate, help other students, and advocate for themselves when help is needed. It is expected that each student comes to class with a charged ipad and that phones are put away and not used during class. Additionally, in order to have a safe and positive classroom environment, it is essential for all of us to be respectful to staff, students, property, ideas, and opinions. All other school policies regarding electronic equipment, attire, inappropriate language, absences, and tardiness will also be expected and followed in the classroom.

Extra Assistance:

I am available to help and support students either afternoons after school and at other times when needed or through email. Please feel free to contact me to set up a day and time when you would like to meet.

Cheating, Plagiarizing, Stealing, Etc.:

Cheating, assisting with cheating, plagiarizing (intentionally or unintentionally), stealing, and defacing property are not tolerated and will be dealt with as directed by school policy.

Welcome:

I am looking forward to the excitement and challenges we will face together this year. My goal is that students leave this course better prepared for the future challenges and experiences. Health class will provide information and experiences to motivate students to maintain mental, emotional, social, physical, and spiritual well-being. It is my hope that all students will develop a greater understanding of what it takes to develop a healthy lifestyle, to develop

behavioral patterns that are personally and socially responsible, and to avoid actions that are harmful to themselves and others. I would like to take this opportunity to encourage communication between students, parents, and school and I look forward to working with you and your child. Please contact me with any questions, comments, or concerns at any time throughout the course (kathryn.menke@spps.org or 651-744-3856).

Sincerely,
Ms. Kathryn Menke



HIGHLAND PARK SENIOR HIGH

