

**Room 115**

Master of Science, Emporia State University, Physical Education and Health  
Bachelor of Science, Oregon State University, Liberal Studies

Contact: Email is [dwhittemore@rsd7.net](mailto:dwhittemore@rsd7.net) or send a message through StudentVue/ParentVue and Schoology.

**Course Description: Health 9 is a required class for graduation.**

Health is the study of physical, mental/emotional, and social well-being of people. This course is designed to obtain (gain) knowledge to help make **healthy choices** now and later in life. This course is also designed to build skills to help make healthy choices. The following skills are embedded into our Standards and will be practiced and demonstrated through our units:

Decision Making	Analyze Influences	Access Information	Self-Management	Goal Setting	Advocacy	Communication Skills	Concepts
-----------------	--------------------	--------------------	-----------------	--------------	----------	----------------------	----------

**Materials Needed for Class**

1. Chromebook/Laptop. Charged and ready every day.
2. **3 ring binder** + paper + 5 dividers
3. Pencils, pens & highlighter
4. **RHS Planner (students cannot leave the classroom to use the bathroom without THEIR planner)**

**In-Person – intrapersonal learning – some schoology & occasional work in the text book**

In Class, we will have opportunities to discuss, reflect, and **learn together** content and skills of the course. Some materials will be posted on Schoology as a reference and/or if students miss class.

**Grading will be based on the following:**

1. **Classwork:** This includes class activities to practice, communicate, teach others, ask questions, etc = 40%
2. **Mastery:** Projects and Tests demonstrating proficiency in the above Health Skill Standards = 40%
3. **POWER = 10%** Respectful, Engaged, Participating, Organized (binder)
4. **Final Presentation at end of semester = 10%**

100-90%	A	Students fully understands the content & course objectives have been mastered
89-80%	B	Students understand content & course objectives are above average level.
79 -70%	C	Students understand content & course objectives are at an average level.
69-60%	D	Students did not display understanding of content & minimum course objectives were not met.
59% Below	F	Students did not display understanding of content & course objectives were not met receiving no credit.

**Expectations: POWER (Prepared & Punctual, Organized, Writers, Engaged, Respectful)**

**P** = Be in class **on time**, prepared, and ready to learn.

**O** = **Have your Chromebook, notebook, and be ready for class!**

**W**= We are ready to WRITE daily and class activities.

**E** = ENGAGED. Listen to directions and actively participate in class; **share ideas and listen to other thoughts.**

**R** = Respect our class environment for fellow students. Follow the Class Norms established together to create a safe learning environment for everyone.

**Other important things to know...**

1. **Phones will be placed in the phone caddy at the beginning of class every day.**
2. **Ear buds are not allowed in class. Connecting with other students will be expected.**
3. **Yes, you can retake failed tests, quizzes, and fix projects!**
4. **Late Work will be accepted for full credit until the end of the unit (not the end of the semester).**
5. Attendance and tardies will be marked daily. **Tardy students will not be given bathroom breaks.**

### Introductory of Health

<b>Theme:</b>	<b>What is Health?</b>
<b>Topic:</b>	What is Health? Identifying Health Risks. Taking responsibility for your Health.
<b>Building Health Skills:</b>	<i>Making Decisions, Concepts, Goal Setting, Analyze Influence, &amp; Advocate</i>
<b>Mastery Assessment:</b>	<b>Quiz: Concepts</b> <b>Project- My Health Influences Power Point Slide</b>

### Body Systems

<b>Theme:</b>	<b>Preventing Diseases</b>
<b>Topics:</b>	Infectious vs. Lifestyle/Chronic Diseases Risk Factors: Controllable vs. Uncontrollable Prevention, Awareness, and medical Support
<b>Building Health Skills:</b>	<i>Analyzing Influences, Self-Management, Concepts, Access Information</i>
<b>Mastery Assessment:</b>	<b>Quiz: Concept</b> <b>Project of Choice (Students will pick 2 of the below Projects)</b> 2. "Cancer, Heart Disease, Diabetes Awareness Book": <i>Self-Management</i> 3. "What puts people at risk?" <i>Analyze the Influences</i>

### Fitness & Nutrition

<b>Theme:</b>	<b>Exercise &amp; Nutrition</b>
<b>Topics:</b>	Exercise & life-long Fitness Making Healthy Food Choices
<b>Building Health Skills:</b>	<i>Advocacy, Accessing Information, Concepts, Self-Management, Goal setting</i>
<b>Mastery Assessment:</b>	<b>Quiz: Concepts</b> <b>Project of Choice (Students will pick 1 of the below Projects)</b> 1. Analyze personal Fitness or Nutrition and Set a Goal to improve: <i>Goal Setting</i> 2. Impact Exercise & Nutrition has on reducing the risk of Disease: <i>Self-Management</i>

### Sexual Health

<b>Theme:</b>	P3 Sexual Health / Healthy Relationships
<b>Topics:</b>	Unwanted pregnancy prevention Avoiding sexually transmitted infections Anatomy – reproductive organs
<b>Building Health Skills:</b>	<i>Concepts, Self-Management, Analyze Influence, and Accessing Information</i>
<b>Assessment:</b>	<b>Quiz: Concept</b> <b>Project of Choice (Students will pick 1 of the below Projects)</b> 1. Stress Management Toolbox: <i>Self-Management</i> 2. "Recognizing when to ask for Help": <i>Analyze Influence &amp; Access Information</i>