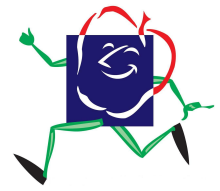


Anne Arundel County Public Schools

High School Health Education B



Teacher:

Course Title:

Email:

Grade Level:

Reteaching/Reassessment:

Course Overview & Sequence

Health Education courses in Anne Arundel County are focused on building health literate students. Health literacy refers to the ability to obtain, interpret, and understand basic health information and services. These courses prepare students to become health literate 21st Century learners as responsible members of society; self-directed learners, effective communicators, critical thinkers and problem solvers. Core health concepts include: mental and emotional health, alcohol, tobacco and other drugs, personal and consumer health, family life and human sexuality*, safety and violence prevention, nutrition, and environmental health. Health skills include: analyzing influences, accessing information, communicating effectively, decision making, practicing health-enhancing behaviors, goal setting and advocacy.

Note: The Family Life and Human Sexuality unit was developed in accordance with the standards and procedures established in Maryland State Regulation 13A.14.01.02. Students may be excused from these units of the program upon a written request from their parent or guardian. Appropriate alternate instruction will be provided.

What the Teacher Will Do to Support the Student:

- Create engaging and rigorous learning activities that help students build his/her understanding of Health Literacy.
- Chunk assignments into manageable amounts and include time in class to debrief and review work.
- Provide additional support for assignments and assessments, including reteaching so that students meet course standards. For 1st semester this will be on [Day and time here].
- Notify parents via [email or phone] at any point during the marking period if a student is in danger of failing or dropping 2 or more letter grades.

What the Student Will Do to be Successful:

- Come to class with required supplies and ready to be an active participant in the learning process.
- Complete all assignments as required.
- Review and synthesize classroom notes, activities, and assignments frequently to help prepare for upcoming assessments and to internalize learning.
- Take advantage of opportunities for additional help. Students should attend these sessions with specific questions so that the teacher can most effectively help the student.

What Parents Can Do to Support the Student:

- Ensure that the student has supplies and that they complete homework and study for tests.
- Encourage the student to seek additional help when it is needed.
- Check Power School regularly to monitor student grades.
- Contact the teacher with any questions about assignments, grade, or other issues in a timely manner.

Textbook and Supplies:

Comprehensive Health Skills Textbook by GW Publisher

Students are encouraged to protect their textbooks with appropriate covers. Students are responsible for the care of the textbook. Damaged or lost property will be reimbursed by the student to school at the replacement cost.

Course Content and Standards:

Below are the Maryland Health Education Framework/ Standards. To read the Framework/Standards in-depth, please visit https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf.

1 st Quarter:	2 nd Quarter:
<p>Introduction to Health and Wellness – Students will demonstrate the ability to explore health and well-being and begin differentiating between health outcomes that are a result of personal action vs. social and environmental factors.</p> <p>Creating Habits through Goal Setting – Students will demonstrate the ability to use goal setting skills by creating steps and goals to achieve health outcomes that are based in the formation of habits.</p> <p>Accessing Information and Resource on Substance Use and Mental Health – Students will demonstrate the ability to analyze influences to explore information, resources and supports available both in the community and online to improve health and well-being of self and others.</p> <p>Self Management for Improved Health and Well Being – Students will demonstrate the skill of self-management by increasing their understanding of health and well-being, and exploring ways that individual health is an interconnection between personal behavior and societal factors.</p> <p>Advocacy for Enhanced Nutrition – Students will demonstrate the ability to advocate for enhanced nutrition and changes to the food systems of their community and skills necessary to meet these challenges.</p>	<p>Examining and Analyzing Influences Related to Safety and Violence – Students will explore various ways that technology, media and others influences can affect behavior related to safety and violence.</p> <p>Communicating to Resolve Conflict and Violence – Students will demonstrate the ability to communicate for the purpose of reducing conflict and finding ways to prevent conflict from escalating to violence.</p> <p>Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.</p> <p>Decision Making to Support Health Outcomes – Students will demonstrate the ability apply decision making skills as it relates to environmental impact.</p>

National Health Education Standards:

In addition to content standards, we will focus on the National Health Education Standards. These practices were developed to establish, promote and support health-enhancing behaviors for students.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Course Grading:

Your grade in this course will be determined based upon your progress towards mastery of the standards. Specifically, your grade will be calculated using the following weighted categories.

50%	Summative Unit Assessments and Projects
30%	Classroom Assignments and Quizzes
10%	Quarterly Assessment (may not be redone)
10%	Homework (may not be redone)

Assignment Descriptions:

1. **Summative Unit Assessments and Projects** – there will be at least one unit assessment or project per unit.
2. **Classroom Assignments and Quizzes** – there will be at least one graded classwork assignment every two weeks. When an assignment is completed as part of collaborative work, each student will receive his/her own grade based upon his/her individual work.
3. **Quarterly Assessment** – there will be one quarterly assessment per quarter. Quarterly assessments measure student mastery of the major standards for the quarter and course. These assessments may not be redone.
4. **Homework** – there will be at least one graded homework assignment per week. Homework serves as opportunities to promote the attainment of positive work habits and study skills, practice material and skills previously taught so learners can continue to practice mastery of content, prepare for upcoming lessons by reviewing prerequisite content/skills, study for upcoming assessments, and/or extend student understanding of concepts.

Opportunity for Mastery:

Per AACPS regulation, students may redo up to [teacher will insert either three, four, or five] assessments and/or assignments each quarter. Students are encouraged, but not required, to participate in teacher-led reteaching. All redo items must be completed within ten days of receiving the original grade and may only be redone one time. The higher of the two grades will be used for calculating the student's quarter grade. The teacher may choose to have the student redo all of an assessment or assignment or may have the student only redo specific items or parts of the work. Students may not redo homework, the quarterly assessment, or a large project. However, students may redo parts of a large project, if graded separately by the teacher, with each part counting as a separate redo. Assessments or assignments due in the last week of the quarter are not eligible.

Late Work and Incomplete Assignments:

Students are expected to submit assignments on the date that they are due. Students are expected to complete assignments, in full, to the best of his/her ability and students should take advantage of tutoring and reteaching opportunities so that the student can submit his/her best work. Late assignments are penalized 10% for each day it is late up until five school days (not A/B days). After five school days, the assignment becomes a zero and may not be submitted for a grade.

Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

When a student is absent, it is the student's responsibility to get the make-up work. The student will be allotted the same number of days equal to the number of days absent to make-up work.

Recording of Grades and Communication with Parents:

Per AACPS regulation, all grades, with the exception of lengthy assignments such as projects and extended writing assignments, will be entered into Power School within one week of assignment submission. Parents can check Power School regularly to monitor student grades.

Academic Dishonesty:

A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.

Student name (print) _____

Student's signature _____

Parent's name (print) _____

Parent's signature _____

Parent's e-mail _____

Parent's Phone _____