Thomas Edison High School

Health—Syllabus

Mr. Meyer—Room 037
daniel.meyer@mpls.k12.mn.us

TOMMIES are a TRIUMPH!!!

Mission & Mission Statement: The mission of Health Education in Minneapolis Public Schools is to have students work as healthy citizens of the world and to empower all students to make meaning of themselves, their bodies, and the world around them. Health is designed to give students the health content knowledge and skills needed to make healthy and informed decisions for a lifetime.

We Believe:

- Health is the essence of a person's existence
- All students can achieve excellence
- Effort creates ability
- Rigorous, interactive and meaningful curriculum provides authentic connections to the real world.
- Physical, mental, and social well-being are essential to the health of the individual.
- Respect for and interaction with diversity is essential for a healthy global community.
- Competent decision-making enhances individual, family, and community health.
- Students become agents of their own learning.

MYP Fundamental Concepts:

Throughout the year, our curriculum will support the three underlying principles of the I.B. Middle Years Program: inquiry, action, and reflection. We will ask questions about health and think deeply about what and how we are learning.

MYP Global Contexts:

You will be learning health science through six Global Contexts. The Global Contexts give meaning to what is learned through the exploration of real-world problems.

Through inquiry and active learning, you will use higher-order thinking skills to deepen comprehension and reflection to better understand yourself as a learner.

Identities and relationships: Explore identity; beliefs and values; personal, physical, mental, social and spiritual health. Also, look at human relationships, communities and cultures. Think about what it means to be *human*.

Orientation in space and time: Explore turning points in humankind from discoveries and explorations to the relationships between individuals and civilizations. Do this through different perspectives, not just yours, but also others in Minneapolis, the U.S, and the world.

Personal and cultural expression: Explore the different ways that we discover and express ideas and feelings on everything from nature to culture. Think about all the different ways that we reflect on and enjoy our human creativity, and our appreciation of "beauty."

Scientific and technical innovation: Explore the relationship between people and the natural world and the impact of scientific/technological advances on communities and environments. Also think about the impact of environments on human activity; how do we adapt?

Globalization and sustainability: Explore human-made systems and communities; and how our local experiences at home affect the whole world. Reflect on the positive and negative effects of world "interconnectedness." Is it sustainable? Will it last?

Fairness and development: Explore rights and responsibilities, especially the relationship between different communities around the world. Do we share what we have with other people? With other living things? Can we <u>all</u> achieve equal opportunities and peace?

<u>Approaches to learning (ATL)</u>:

Are a set of learning skills we will be developing in this class, as well as in all your classes.

<u>Learner Profile/Classroom Expectations</u>:

1. **Caring:** Be respectful to people and be respectful to our classroom supplies.

2. **Principled:** Come on time and be prepared with your *pencil, notebook, and computer*. Try to visit the restroom between classes. Listen and stay seated during group discussions.

3. **Inquirers:** Ask questions when you are stuck and when you need to be challenged.
4. **Risk Takers:** Raise your hand and don't be afraid to make mistakes.
5. **Open-Minded:** Think positively even if you become frustrated.
6. **Knowledgeable:** Support your learning by completing homework and studying for assessments.
7. **Communicator:** Explain your thinking and show your work.
8. **Reflective:** Review your work including homework and assessments.
9. **Thinker:** Come ready to learn and challenge yourself.
10. **Balanced:** Have fun, work hard, and be nice!

MPS Health Education Content Standards:

Standard #1: Use functional health information to support the health and well-being of self and others.

Standard #2: Analyze influences that affect health and well-being of self and others.

Standard #3: Access valid and reliable resources to support the health and well-being of self and others.

Standard #4: Use interpersonal communication skills to support the health and well-being of self and others.

Standard #5: Use decision-making to support the health and well-being of self and others.

Standard #6: Use a goal-setting process to support the health and well-being of self and others.

Standard #7: Demonstrate practices and behaviors to support the health and well-being of self and others.

Standard #8: Advocate to promote health and well-being of self and others.

Units of Study:

Health—1 Semester Course

Personal Health and Wellness—a healthy foundation. Mental & Emotional Health Sexual Health—reproductive health, sexually transmitted infections, birth control methods/abstinence	Current Health Trends Relationships CPR Nutrition Alcohol, Tobacco, and Other Drugs (ATOD)

Tommie Creed:

Team: I will respect myself and others.

Opportunity: I will prepare for college and the career of my choice.

Make a Difference: I will honor myself, my family and my school.

Make it Right: I will restore my relationships and advocate for myself.

Integrity: I will make good decisions.

Excellence: I will do my personal best.

Grading:

Assessment Policy: Please refer to the Thomas Edison Student Handbook for our school-wide assessment policy. Students should be given multiple opportunities to demonstrate their current understanding and mastery of standards.

20%--Academic Practice

These activities allow you to become proficient with the learning targets. Examples: Individual classwork, group work, and daily work.

80%--Academic Achievement

Learning targets are based on MN state standards and aligned to MYP assessment criteria. You will have several opportunities to demonstrate your comprehension of each learning target throughout the unit. These opportunities will include tests, quizzes, papers, projects, presentations, writing prompts, and reflective notebooks (daily journals, vocabulary, notes, and goal setting).

Rubric Score	Description	Grade Scale	Letter grade
7-8	**Excelling** *Achievement outstanding relative to the level necessary to meet course requirements*	86-100 %	A
		80-86	A-
5-6	**Mastering** *Achievement exceeding the level necessary to meet course requirements*	73-79	B+
		65-72	B
		58-64	B-
3-4	**Progressing** *Achievement meeting the basic course requirements in every respect*	51-57	C+
		44-50	C
		37-43	C-
2	**Beginning** *Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect*	33-36	D+
		29-32	D
		25-28	D-
0-1	*Performance failing to meet the basic course requirements*	0-24	F

Supplies Needed Daily:

Notebook (1 subject—70 pages), Chromebook, Folder, Pen/Pencil

Resources:

Online Textbook—Essential Health Skills for High School
Chromebook
Google Classroom

Expectations:

Be on time to class.
No food or beverage in class, except water.
Participate in class activities and discussions.
Be respectful of yourself, others, time and of class materials.
You always need a pass to leave the classroom (Ex. gold pass or bathroom pass).
Please notify Mr. Meyer when turning in late work (Ex. email or in-person).
Make sure your Chromebook is fully charged each day!!
Bring your Chromebook every day to health class!!

***ELECTRONIC DEVICES*: SHOULD BE KEPT IN THE CLASSROOM CELL PHONE HOLDER. DEVICES SHOULD NOT BE OUT DURING CLASS, UNLESS OTHERWISE INSTRUCTED BY THE TEACHER.**

Key Definitions and Consequences:

Intervention: If a student refuses to comply with the guidelines despite reasonable requests by the teacher, then the student will be asked to go see their Dean / AP regarding the concern. If the student ultimately complies with the guidelines, the student remains in class, and the dean / AP will follow up with contacting families.

Offense: When an intervention is unsuccessful and the student refuses to comply with the guidelines.

1st Offense: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by student at the end of the day from the main office.

2nd Offense: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by student at the end of the day from the main office. Student is assigned to the **Alternative Instruction and Intervention Room (AIIR)**.

3rd Offense: Student removed from classroom; AP/dean contacts parent/guardian; **devices may be retrieved by parent/guardian** at the end of the day from the main office (or a plan is made with parents). Student is assigned to the **Alternative Instruction and Intervention Room (AIIR)**.

Further offenses: Student removed from classroom; AP/dean contacts parent/guardian; devices may be retrieved by parent at the end of the day from the main office (or a plan is made with parents). Student is assigned to the **Alternative Instruction and Intervention Room (AIIR)**. **A parent meeting is scheduled to create a behavior plan**.