



J.A. WILLIAMS HIGH SCHOOL

Health 9

Instructor's Name: Andrew Booth

School's Phone Number: (780) 623-4271

Instructor's e-mail address: andrew.booth@nlsd.ab.ca

Note to parents: the preferred method of communication is e-mail, which will be answered between the hours of 1530-1700 on school days and 2000-2100 on the evening prior to the beginning of the school week. If you need to phone, please do not hesitate to call the school during school hours. If your e-mail address with the school is not current, please send me an e-mail from your preferred e-mail account.

Resources

1. Supplies needed: A ring binder for handouts and assignments, pencils, and paper.
2. Google Classroom

Course Objectives

Wellness Choices

- Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

- Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices

- Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health, and they demonstrate caring for others.

Course Evaluation

Course evaluation for Health 9 will consist of assignments, projects, discussions and a **weekly personal reflection** journal. If you attend class every day with a positive attitude and strong work ethic you should have absolutely no issues in passing this course.

Guest Speakers

This course provides the opportunity for many diverse guest speakers to come into the class and showcase their expertise in their field – these classes are to be treated as a regular class day and students will be required to attend class and show our guest the same respect they would offer to any member of the J. A. Williams High School staff.

Formative Assessment

Students will be given many opportunities to assess their own progress through informal conferences with the teacher, practice activities, exam review and classroom discussion. Although these activities are not for summative marks, they can have a very large impact on your grade indirectly. If you take these opportunities seriously and reflect on strengths and weaknesses discovered during the process, you will be able to move things forward in an efficient manner. It will help guide you regarding study priorities and extra help requirements.

Assessment Policies

Students missing summative assessment marks (whether from absenteeism, incompleteness, illness, bereavement, religious observance, academic dishonesty or otherwise) will be given multiple opportunities to demonstrate; the school will offer three (3) 'Zero Days' throughout each semester where students can sign up to write an alternate assessment for up to three (3) academic courses that will be used by the teacher to replace missing assessments. Teacher discretion will be used to determine which items students need to complete in order to demonstrate the required outcomes. Students may not write identical assessments when they miss the original assessment time, and must adhere to the 'Zero Day' schedule and teacher-provided re-assessment tool. Assessments will cover the same outcomes but may not necessarily emulate the original assessment in format. When teachers determine a student needs to re-demonstrate ('re-write') because of a previously unsuccessful attempt, the teacher may allow these students to participate in Zero Days; the students must understand that the teacher will choose to use the most, recent, consistent performance; this means if the student's 're-write' mark is lower, the teacher may choose to use that, considering it is the most recent evidence. The teacher may also request evidence of further learning (attending tutorials, completing study guides, completing more practice examples etc.) prior to allowing a student to re-demonstrate. Best interests of student learning must always guide teacher discretion.

Instructor Expectations

At its core, there are two main expectations in this class: you will **work hard** and **be kind**. This course covers a lot of material and requires a lot of effort on your part. This may mean extra reading to get caught up on material you are not familiar with. Show responsibility and initiative when absent from class to make up any missed work - I will not chase you, but if you show initiative I will be behind you one hundred percent. Listen well in class, ask plenty of questions when you don't understand, do your homework, keep on top of things and you will do well in this class.

Human Sexuality Education

Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. All human sexuality outcomes have been **boldfaced** and *italicized* (see below) to assist in identification of these outcomes. Parents will retain the right to exempt their child from school instruction in human sexuality education. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.

Course Overview

Wellness Choices

Personal Health - *Students will make responsible and informed choices to maintain health and to promote safety for self and others*

- use knowledge of a healthy, active lifestyle to promote and encourage family/peer/ community involvement
- analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
- ***apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk***
- analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
- develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
- analyze addictions; e.g., stages, kinds, and resources available to treat addictions

Safety and Responsibility - *Students will make responsible and informed choices to maintain health and to promote safety for self and others*

- ***evaluate implications and consequences of sexual assault on a victim and those associated with that victim***
- develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
- analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
- assess the quality and reliability of health information provided by different sources; e.g., on the Internet
- use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
- ***determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly***
- ***identify and describe the responsibilities and resources associated with pregnancy and parenting***
- ***develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour***

Relationship Choices

Understanding and Expressing Feelings - *Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions*

- identify appropriate strategies to foster positive feelings/ attitudes
- analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
- analyze, evaluate and refine personal strategies for managing stress/crises
- analyze, evaluate and refine personal communication patterns

Interactions - *Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions*

- describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
- model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
- refine personal conflict management skills; e.g., negotiation, mediation strategies

Group Roles and Processes - *Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions*

- analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
- evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meeting

Life Learning Choices

Learning Strategies - *Students will use resources effectively to manage and explore life roles and career opportunities and challenges*

- apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
- relate the value of lifelong learning to personal success and satisfaction
- use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
- refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

Life Roles and Career Development - *Students will use resources effectively to manage and explore life roles and career opportunities and challenges*

- extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions
- develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

Volunteerism - *Students will use resources effectively to manage and explore life roles and career opportunities and challenges*

- analyze the potential impact of volunteerism on career opportunities
- investigate personal safety procedures for working as a volunteer; e.g., work in pairs