

# ROOSEVELT HIGH SCHOOL

*Enter to Learn, Leave to Serve*



## **Health /Health Careers Syllabus 2018-19**

**Teacher:** Kari Anderson Slade  
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Welcome to Health Class! I'm excited to see what each of you have to share throughout the semester. We will work to make Health class a safe and comfortable space to share and gain knowledge & share experiences with your peers and myself. Use your voice, share your knowledge and questions + be willing to listen as your peers share their perspective in our class. Your understanding, knowledge, perspective, experiences & voice matter!

### **Course Description:**

Health is a required course at Roosevelt that will add to the knowledge & skills you possess to make healthy & informed decisions. You will learn information that can be applied now, into your future, and that you can share with others. When you leave this class, I hope you feel empowered to make choices that allow you to be at your optimal level of health, and are prepped to teach others & advocate for the health of yourself & your community. In your teen years, you create lifestyle habits that will be a foundation for wellness as you become an adult. You might be experiencing things for the first time, feel new stressors, and experience the range of emotions that come along with adolescence, moving into adulthood, establishing your identity & independence. The choices you make now are important, and a chance to explore the influences on your health is crucial. This class will provide a chance to learn, and explore topics of interest in Health, and help you to apply the knowledge and skills that you gain to create your own path towards a healthy & bright future.

### **Units/Areas of Study:**

#### **1) Mental Health/Wellness**

- Stress and stress relief
- Mental Illness (understanding and distigmatizing)
- Suicide Prevention
- Self love & Self care

#### **2) Sexual Health**

- STI's
- HIV and Contraceptives
- Abstinence
- Family and Dating Relationships & Violence Prevention

#### **3) Drug Education & Prevention**

- Categories of drugs
- Effects (on teen brain and general)

-Addiction and Treatment

#### **4) Nutrition**

- Essential Nutrients & MyPlate
- Examining our food environment
- Personal nutrition analysis

#### **5) CPR/Emergency Care**

- Guidelines before giving care
- First Aid/Emergency Procedures to help with: choking, not breathing or cardiac arrest

\*\*Theme throughout the semester: Social determinants of health (effects of racism, sexism, homo/transphobia, poverty, immigrant/refuge status, etc. on health). MN has an issue with being a state that is not as healthy for some, as for others- let's understand this issue & learn to combat it!

**Health Careers Focus:** For each unit that we cover, we will be connecting it to a Health Career Field to feature careers in this content area.

**Possible guest speakers or careers that we may hear from are:**

Counseling/Therapist/Psychology, Social Work, Midwifery/Doula/Ob/Gyn, Nutritionist/Dietician, EMT/Paramedics, Nursing, Medical Lab Science, Addictions Counseling, Physical Therapy, Occupational Therapy, Public Health Professionals, Community Health Workers, Physician's Assistant, and Interpreter Services.

*\*\*If you have a specific health career area of interest, please let Ms. Slade know and I can work to arrange a guest speaker to come to speak to the class this semester.*

**What's unique about Health Class?**

In health class we talk about issues that are **very relevant to your lives, RIGHT NOW**. This makes it current, interesting and applicable. Most students enjoy the course, and take away knowledge that not only allows them to make good decisions for themselves, but also allows them to help their family members, friends, and community achieve higher levels of wellness.

We use the **ARTS** to dive deeper into our subject- we have the opportunity to learn and use the ART of collage, and POETRY/SPOKEN WORD to dig deeper into who we are, how this connects to health, and how we feel about the world and our identity. You will create a collaged "**Health Art Notebook**" to use during the course, and take with you as a visual reminder of who you were at this point in your life and what you learned.

**Social Justice** we will look at ways in which social and political issues we deal with effect health, such as sexism, racism and homophobia. We will read, explore, discuss and have guest speakers to work at connecting the dots between the world we live in and our own personal health. Being aware of these issues will help us to combat them to keep ourselves and our families and communities strong!

**Guidelines and Expectations:**

**Attendance:** Most of our work is done in class. If you miss class you are missing out on excitement ☺ and valuable information. Daily attendance is crucial. Focus on being here and being on time and prepared every day. *Being prepared includes: having a pencil/pen, notebook, and folder with you every day in class.* Class is an experience; don't miss out.

**Make-Up Work:** You will be able to get make-up work by seeing me before or after class/outside of class time, and if you're absence is excused. An excusal will be needed (online excusal) to get your make-up work, and the amount of time you have to make-up the work will depend on the amount of time missed. I am here to support you, and I realize that absences, and life, happen. Speak up about your needs, and we will make it happen together. There are hanging blue folders that contain our work for each day of the week that are helpful in getting the make up work that you missed, check there as a place to start.

**Homework Policy:** Full credit will be awarded to those who complete their homework on time. Homework handed in the day after its due date will receive 75% credit. After that point, you will have a 5-day span to turn in the work to receive 50% credit.

**R-E-S-P-E-C-T and engagement:** Respect and engagement are the keys to a great classroom. You will see quickly that as a teacher I treat students with respect and recognize the individuality and gifts you

bring to the classroom. Plan to show respect to yourself, your peers, the class content and the teacher. Respect is a two-way street. If you choose to do things that disrupt the level of respect in our classroom, there will be conversations between us, and consequences if behavior does not change.

**Electronic Devices:** Cell phones and electronics **must** be turned off and out of site during class time. If I see them out, but not in use you will be reminded of the policy and asked to put it away. If I see them again during the hour, they will be taken and turned into your dean. Let's not allow electronics to get in the way of your engagement & success in Health Class. The goal is engagement, respect and connection to each other and what's happening in the classroom! Disconnecting from social media and electronics + connecting with peers, your ideas, and even your wandering mind occasionally is good for your mental health! Boom!

**Grades/Evaluation:** Grades will be determined by the percentage of total points you earn in class. You can earn points through daily assignments, note taking, tests, quizzes, participation, group projects, debates, and homework. The traditional grading scale listed below will determine your letter grade.

100-93% = A	76-73% = C
92-90% = A-	72-70% = C-
89-87% = B+	69-67% = D+
86-83% = B	66-63% = D
82-80% = B-	62-60% = D-
79-77% = C+	59% & below = Time to talk and intervene

**Homework Assignment #1:** Bring this syllabus home and have your parent/guardian sign & date it. Use this as a chance to talk with them about the topics you will be covering in class. A lot of these issues are family & personal issues, as well as academic. Please have them sign, and print in the spot designated for you to indicate that you agree with the guidelines. I would also appreciate parents/guardians to write their preferred contact information as I find it very important to establish a relationship with those so integral in my students' lives. 10pts

Printed Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Preferred Phone and/or Email:

Anything you would like me to know as your teen's Health teacher this semester?

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**Thank you for your support- I look forward to having your student this semester and meeting you!**  
**Kari Anderson Slade**  
**Health Educator and Health Careers Coordinator at RHS**