**Health & Life Skills 9**

Mr. Spencer

2013-2014

Course Outline

*H…h…h…healthy*

**Rationale**

The aim of the Health and Life Skills Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require safe and caring school and community environments in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practice healthy behaviors.

**Focus**

Health and Life Skills involves learning about the habits, behaviors, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to:

* make effective personal decisions for current and future issues and challenges
* plan and set goals
* employ critical reflection
* cope with change and transition
* manage stress
* analyze and manage career and health-related information
* recognize and expand personal skills
* recognize, explore and expand career opportunities and options
* explore service learning/volunteerism
* commit to lifelong learning

**UNITS OF STUDY**

***Unit One: Life Learning Choices***

Students will use resources effectively to manage and explore life roles and career opportunities and challenges. We will examine time management skills and how it impacts learning. Students will discuss the value of learning over one’s lifetime and refine personal goals and priorities related to learning and career. Students will develop and improve a personal portfolio including a resume and sample application form. We will practice interviewing and answering interview questions. Students will explore decision-making skills and assess risk-taking activities. Students will also develop strategies for transitional experiences such as the movement to senior high school.

***Unit Two: Wellness Choices***

Students will make responsible and informed choices to maintain health and to promote safety for self and others. We will use the knowledge of healthy lifestyles to promote them in others. Students will analyze how health habits can be supported in a variety of approaches and develop strategies to reduce the effects of stereotyping on body image. We will explore healthy nutritional choices and analyze addictions. Students will develop strategies to manage risks and analyze laws and policies that promote personal, community, and workplace safety. Students will assess the reliability of health information on the net and other sources. Personal resiliency and assertiveness will be explored as means to protect one’s individuality and to maintain standards for personal behavior.

***Unit Three: Relationship Choices***

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. We will explore strategies for fostering positive attitudes and analyze why individuals choose not to express or manage complex feelings. Students will analyze personal strategies for managing stress and refine personal communication patterns. We will explore the factors that contribute to unhealthy relationship choices and develop strategies to help deal with unhealthy relationships. Students will model integrity and honesty in accordance with ethical principles and refine personal conflict management skills.

***Unit Four: Human Sexuality (aligns very closely with Units Two & Three.)***

Students will make responsible and informed choices to maintain health and to promote sexual safety for self and others. Students will apply coping strategies when experiencing different rates of physical, emotional, sexual and social development. Students will evaluate implications and consequences of sexual assault on a victim and those associated with that victim. Students will determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly. Students will identify and describe the responsibilities and resources associated with pregnancy and parenting. Students will develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behavior.

**Course Evaluation:**

Assignments 50%

Unit Exams and Quizzes 30%

Participation in class discussion 20%

**Assignments**

Unless other arrangements are made with Mr. Spencer, all work must be handed in on the due date. Assignments completed after the due date will receive a reasonable grade penalty but will still be due. If a student misses a day of school, **it is the student’s responsibility** to obtain missed lecture notes and/or homework from Mr. Spencer

**Classroom Expectations**

* take notes during class lectures
* organize and maintain binder
* respect the opinions of fellow students
* participate in class discussions and debates
* complete homework assignment on time
* attend class regularly
* come to class on time with pen, paper, and binder
* ask questions