



**Personal Wellness Syllabus**  
**CHS/PRCTC Family and Consumer Science Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

**Teacher:** Mrs. Amy Groff

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**Online:** <http://www.ccsd.us/1/Home>

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

**Personal Wellness - 567**

**Subject Code: 093010**

Prerequisite: None

Elective

Grade: 9 -12

Graded Conventionally

Credit: 1/2

**Course Description:**

In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations. This course may serve as the Health credit. In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and preparing for emergency medical situations. This course may serve as the Health credit.

**Required:** 120-150 hours per course

**Course Fee:** Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. **\$20 for FCCLA Membership**

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3<sup>rd</sup> Quarter**
  - **Unit I Title: Food Safety and Sanitation**
    - **Big Idea #1:** I can identify food safety and promote it by using proper food handling and storage.
      - *Essential Question #1: What are the major food borne illnesses?*
      - *Essential Question #2: How do you prevent food safety risks?*
      - *Essential Question #3: What methods of cleanliness promote safe and sanitary foods?*
    - **Big Idea #2:** I can analyze safe and affordable foods that promote overall health.
      - *Essential Question #1: How does recipe selection effect food safety and promote wellness?*
      - *Essential Question #2: Describe how food preparation techniques preserve nutrients and promote a healthy lifestyle.*
  - **Unit II Title: Food and Nutrition**
    - **Big Idea #1: I can use** nutrition information to make healthy food choices.
      - *Essential Question #1: What are the sources of nutrients and their contributions to dietary needs?*
      - *Essential Question #2: What is the role of the digestive system in nutrient absorption?*

- *Essential Question #3: What information is essential for people with special dietary needs?*
  - **Big Idea #2:** I can identify the importance of overall health through proper weight management.
    - *Essential Question #1: What factors influence body weight?*
    - *Essential Question #2: What are some food related disorders?*
    - *Essential Question #3: What is the importance of portion control?*
- **Unit III Title: Healthy Food Selection and Preparation**
  - **Big Idea #1:** I can identify resources that can help individuals choose foods that promote a healthy lifestyle.
    - *Essential Question #1: Explain the difference between scratch cooking and convenience food preparation.*
    - *Essential Question #2: What techniques are useful in selecting nutritious foods when dining out?*
    - *Essential Question #3: How does the USDA Dietary Guidelines promote healthy eating habits?*
  - **Big Idea #2:** I can identify food substitutions and cooking techniques that can improve eating habits.
    - *Essential Question #1: How do different food preparation techniques promote healthy cooking?*
    - *Essential Question #2: What food preparation techniques preserve nutrient values?*
    - *Essential Question #3: What substitutions and conversions can make food more nutritious?*
- **2<sup>nd</sup> or 4<sup>th</sup> Quarter**
  - **Unit IV Title: Healthy Lifestyle**
    - **Big Idea #1:** I can identify factors that affect our overall health and wellness.
      - *Essential Question #1: List the seven dimensions of wellness.*
      - *Essential Question #2: How do individuals prevent or reduce the risk of health problems?*
      - *Essential Question #3: What are the differences in wellness throughout the life span?*
    - **Big Idea #2:** I can identify the short term and long term effects of physical activity.

- *Essential Question #1: What are the benefits of regular exercise?*
- *Essential Question #2: What are the disadvantages of a sedentary lifestyle?*
- *Essential Question #3: What are the differences between aerobic and anaerobic activities?*
- **Big Idea #3:** I can identify the roles stress, sleep and emotions play on our health.
  - *Essential Question #1: What mental health issues are related to overall wellness?*
  - *Essential Question #2: How does relaxation and sleep improve overall wellness?*
  - *Essential Question #3: What are the effects of stress and stress reducing activities on overall health?*
- **Unit V Title: Illnesses, Sexuality and Personal Safety**
  - **Big Idea #1:** I can explain how common illnesses and health emergencies affect our health.
    - *Essential Question #1: What are symptoms and treatment of common illnesses?*
    - *Essential Question #2: What supplies should be on hand for emergencies and treatment of common illnesses?*
    - *Essential Question #3: Describe when each technique is to be used: cardio pulmonary resuscitation (CPR), automated external defibrillation (AED) and the Heimlich maneuver.*
  - **Big Idea #2:** I can identify how human sexuality impacts our health and wellness.
    - *Essential Question #1: Describe the differences and functions of female and male reproductive systems.*
    - *Essential Question #2: Explain the decisions and responsibilities associated with sexual relationships.*
    - *Essential Question #3: What are the most common family planning strategies?*
  - **Big Idea #3:** I can implement a personal safety procedure that can improve personal wellness.
    - *Essential Question #1: List threatening behaviors and corrective strategies.*
    - *Essential Question #2: What are the signs and symptoms of dating violence?*

- *Essential Question #3: What are the benefits of having a personal safety plan?*
  - **Unit VI Title: Personal and Professional Development**
    - **Big Idea #1:** I can identify essential personal and professional skills that help individuals transition through life.
      - *Essential Question #1: What personal skills are needed for future success?*
      - *Essential Question #2: What professional skills are necessary to be successful in a career?*
    - **Big Idea #2:** I can use leadership techniques and communication skills correctly.
      - *Essential Question #1: What are the critical components of effective communication?*
      - *Essential Question #2: What leadership skills are valuable in our personal, family and work lives?*
      - *Essential Question #3: What are the advantages and disadvantages of using technology to communicate?*
    - **Big Idea #3:** I can identify personal interests, strengths, skills and talents that should help guide individuals toward a career.
      - *Essential Question #1: What are the advantages of career exploration?*
      - *Essential Question #2: What food related careers are available?*
- **END OF COURSE EXAM**
  - Completed by End of December/April

### **Course Materials:**

- Google Chromebook

### **Textbook:**

Kowtaluk, H. (2010). Food for Today. McGraw-Hill Education.

### **Supplemental Textbook(s):**

Ryan, J., & Ryan, R. (2005). Preparing for Career Success. Indianapolis: JIST Works.

### **Electronic Resources:**

- Ohio Means Jobs ([www.ohiomeansjobs.com](http://www.ohiomeansjobs.com))
- Choose My Plate ([www.choosemyplate.gov](http://www.choosemyplate.gov))

**Course Expectations:**

- Students are expected to complete class assignments in a timely manner.
- Students are expected to participate in all labs, projects and assignments.
- Students should put forth their best effort every day.
- Students are expected to behave in a mature and respectful manner.
- Students are responsible for asking for any make up work.
- Students will answer the question of the day each class period

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the

teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

## **CHS Personal Wellness Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date:

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