Course Overview: Wellness 1
Wellness is a process, not a destination. At Woodstock Union High School we believe this is a process of finding balance of the six dimensions of Wellness. Maintaining a healthy balance in today’s world requires a great deal of skill, knowledge, and practice. At WUHS, Health and PE are combined to create an integrated wellness program that provides high school students with the tools they need to achieve a healthy balance in their busy lives. While maintaining focus on the six dimensions of Wellness (Physical, Social, Emotional, Occupational, Spiritual, Intellectual), we will address the important Health and Physical Education skills needed to pursue a happy, healthy life.

Units and Activities: What will we be learning about in this course?

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<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>Values and Character Traits</td>
<td>Social Media</td>
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<tr>
<td>Fitness and Nutrition</td>
<td>Relationships and Sexual Health</td>
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<tr>
<td>Alcohol, Marijuana, Vape</td>
<td>Emotions</td>
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<td>Finances</td>
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Standards: What knowledge and skills will I gain by the end of this course?
This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

**Anchor Standards:**
Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Accessing Valid and Reliable Information: Students will demonstrate the ability to access valid information and products and services to enhance health.

Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.

Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.
Content Standards: This course builds student knowledge using the National Health and Physical Education standards. You can find the standards here: https://www.shapeamerica.org/standards/default.aspx

Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: "Formative = Forming my knowledge and skills." Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: "Summative = Summation of my knowledge and skills." Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Goal Setting</th>
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<tbody>
<tr>
<td>Course Standards: NH6- Students will demonstrate the ability to use goal-setting skills to enhance health.</td>
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<tr>
<td>Beginning</td>
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<td>Physical Dimension</td>
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**HOWL Scoring:**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**
Overall course grades will be reported as letter grades and will be comprised of:
- **Formative & Summative Scores:** 95%
- **HOWLs:** 5%

For more information, please see the WUHSMS student handbook.

**Communication:**
**How Do I Know My Grades?**
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

**Where Can I Find This Syllabus during the School Year?**
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

**How Do I See What’s Due?**
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

**How Do I See What’s Past Due?**
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

**Best Way to Contact Me:**
Phone: (802-457-1317 x1021)
7:45am-9:20am Wednesdays and Fridays or 2:45-3:15 Monday- Friday
Email: (alsmith@wcsu.net)

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**Be prepared for class with:**
Writing Utensil
Binder
Sneakers
Positive Attitude :)

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**Schoolwide Procedures:**

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook.

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**Classroom Expectations:**
Each person has a voice in this class so **listen respectfully** and be open to the opinions of others even when they differ from your own. Be **responsible** for your work and behavior contributing positively to the class. Be **on time** so you can be a full **class participant**. Be **on task** so you are contributing to your own learning and that of your classmates. **Enjoy the learning journey!**

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**Teacher Contact Information:**
Alyssa Smith
Phone: 802-457-1317 x1021
7:45am-9:20am Wednesdays and Fridays or 2:45-3:15 Monday- Friday
Email: alsmith@wcsu.net

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KEEP TOP PORTION FOR YOUR RECORDS AND RETURN THIS PORTION TO
Ms. Smith BY (DUE DATE)

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________________

Student Signed: ______________________________ Date: ____________________

Parent/Guardian name (printed): ______________________________________
Parent Signed: ________________________________ Date: ____________________