

Grade levels: 9,10, 11, 12

Credit: Health Elective

Length: 1 Trimester

Stress Management



Health & Physical Education Department:

989-775-2200 ext 20215



Welcome to Stress Management !



Things you'll need for this course:

- ⇒ Folder
- ⇒ Pen or pencil

Classroom Expectations

All students are expected to contribute to class by being prepared each day with the assignments and by offering points for discussion. He/she is expected to enhance the learning atmosphere by showing respect to other students in the

Software

© Microsoft Office



Description of Stress Management

I am delighted that you are in my health class this trimester. Together we can look forward to many exciting, positive and rewarding experiences as the trimester progresses. This class will present the choices and skills necessary for you to begin the lifelong process of choosing and living a less stressful life. You will be given the opportunity to acquire accurate stress information and to

develop ways to distress.

You will analyze the interaction among stress and how it will impact your lifestyle. Also factors of stress which affect students development and how to maintain stress throughout their entire life span.



Course Requirements

You will do some stress reduction activity every day for 30 minutes.

Also you will either be doing some activity, project or class discussing everyday. You will need to have a computer password in order to complete some projects.

Work

Work will be accepted late with a maximum of 70% credit given. Make-up work must be completed within time frames one day per day absent or set by the teacher the student. Unexcused absents form class the student will lose the ability to earn credit for any assignment provided or due on the date absent..



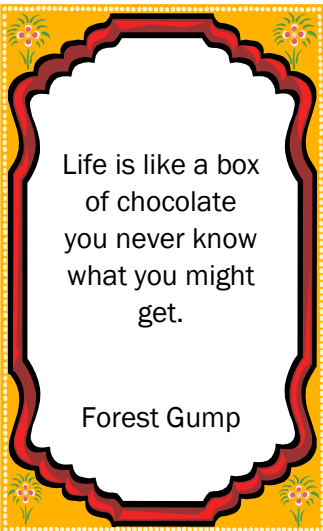
Topics

- Tips to reduce stress
- Are you stressed
- True color
- Self awareness
- Learning style
- How to Study
- Personality types

Earning a Grade in Class

| | |
|---|----------------------------|
| Stress reduction daily activity points | 4 points/day = 20 per week |
| Teaching the tips to reduce stress (one week) | 0-75 point |
| Reflection on Fridays point | 15 points per week |
| Friday project point | 20 points per week |
| Movie points | 0-15 points |
| Project points | 0-150 points |
| Notes point | 0-50 points |
| Presentation points | 0-25 points |
| Assignment points | 0-50 points |
| Worksheets points | 0-50 points |

The Students grade will be based on: class work, homework, quizzes, tests, and projects. Every six weeks your grade will be calculated by total points earned divided by total points available. See grading scale on



Classroom Rules

- ⇒ Electronic devices are not allowed in the classroom unless teachers discretion.
- ⇒ Be respectful of each other and allow your peers to have a proper learning environment
- ⇒ Be prepared for class remember everything (including pen, pencil, and health notes)
- ⇒ Keep your bottom in your seat (not on the table) until the dismissal bell rings.

Class Attendance—following the student handbook

Tardy Policy- each 6 weeks

- 1st: Warning
- 2nd: One hour of detention
- 3rd: Discipline referral to Assistant Principal's office

Grading System

The Students grade will be based on: class work, homework, quizzes, tests, and projects. Every six weeks your grade will be calculated by total points earned divided by total points available. See grading scale on the left.

Trimester grades are calculated by: Marking period 1=3/7, marking period 2=3/7 and trimester exam =1/7

Career and College Readiness Skills— responsibility, participation, assignments, interpersonal skills - 1: Does not meet; 2: Meets; 3: Exceeds (2 is the standard)

Late Work -Work will be accepted late with a maximum of 70% credit given. Make-up work must be completed within time frames set by the teacher the student.

| | |
|----|------------|
| A | 100 – 93% |
| A- | 92.9 – 90% |
| B+ | 89.9 – 87% |
| B | 86.9 – 83% |
| B- | 82.9 – 80% |
| C+ | 79.9 – 77% |
| C | 76.9 – 73% |
| C- | 72.9 – 70% |
| D+ | 69.9 – 67% |

Disciplinary Guidelines

if the classroom policies are violated, the following guidelines will be followed:

1st offense: an oral reprimand or warning will be given

2nd offense: a detention hour will be assigned

3rd offense: a written referral will be submitted to the AP office and parents will be contacted

4th offense: student may be removed from class

Academic Dishonesty Policy

Following the student handbook

Cheating will result in a zero

Cell Phone Policy

Mrs. O'Boyle places a great value on your education she also recognize that electronic devices (including, but not limited to, cell phones, MP3 players, portable gaming devices, etc.) can be disruptive to the learning environment.

For this reason, Mrs. O'Boyle's Classroom adheres to the following policy:

Students are required to place their cell phone in the pocket assigned to them at the beginning of each hour . Any variation from this policy will result in having phone taken away.

Disciplinary Guidelines for Electronic Devices

If a student refuses to put the electronic device in the proper location;

1st Offense- one hour detention

2nd Offense- Confiscate the device and take it to the office

3rd Offense Confiscate the device and take it to the office and parent will have to pick it up.

Outcomes

Students will understand what stress is and recognize the causes of it.

Students will identify situations that cause feelings of stress.

Students will understand the effects of stress on the body.

Students will determine positive/healthy ways of dealing with stress.

Students will design and implement a personal stress management plan.

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

High School Benchmark 1: Explain the impact of personal health behaviors on the functioning of body systems.

High School Benchmark 2: Analyze how behavior can impact health maintenance and disease prevention

High School Benchmark 9: Describe how the prevention and control of health problems are influenced by research and medical advances

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

High School Benchmark 1. Evaluate the validity of health information, products, and services.

High School Benchmark 2. Evaluate factors that influence personal selection of health products and services.

High School Benchmark 3. Evaluate factors that influence personal selection of health products and services

High School Benchmark 5: Demonstrate the ability to access school and community health services for self and others

Content Standard 3: All students will practice health enhancing behaviors and reduce health risks.

High School Benchmark 1. Analyze the role of individual responsibility for enhancing health.

High School Benchmark 2. Analyze the short-term consequences of safe, risky, and harmful behaviors.

High School Benchmark 3. Develop strategies to improve personal, family, and community health.

High School Benchmark 4: Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction

High School Benchmark 5: Develop strategies to improve personal, family, and community health.

High School Benchmark 6: Demonstrated ways to avoid threatening situations and reduce conflicts.

Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.

High School Benchmark 2. Evaluate the impact of technology on personal, family, and community health.

High School Benchmark 3. Evaluate the impact of technology on personals, family, and community health

High School Benchmark 5: Demonstrate the ability to use computer technology to locate health information

Content Standard 5: All students will use goal setting and decision-making skills to enhance health.

High School Benchmark 2. Predict the immediate and long term impact of health decisions on the individual, family, community, and the environment.

High School Benchmark 3. Demonstrate the ability to ask for assistance when making health-related decisions.

High School Benchmark 4. Analyze health issues that require collaborative decision making.

High School Benchmark 5: Predict the immediate and long term impact of health decisions on the individual, family, community and the environment.

High School Benchmark 6. Evaluated their (students') ability to make health decisions.

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

High School Benchmark: 1. Demonstrate skills for communicating effectively with family, peers, and others.