

Mrs. Kunkel
Mr. Santigate
Mr. Detwiler

Health 8

I. COURSE SCOPE

This one-semester course is designed to introduce students to the mental, physical, social, emotional, and environmental problems which individuals face in today's society. The course will include concepts in achieving a healthy body and healthy mental attitudes. Other topics considered are body systems, health hazards, diseases, safety, and first aid, human sexuality and AIDS education, within established guidelines, will be an integral part of this course. This is a required course for all eighth grade students.

II. COURSE GOALS

1. To investigate the meaning of health and to develop an understanding of the importance of assuming responsibility for individual health and safety.
2. To understand the importance of forming healthful habits in hygiene, diet, exercise and rest.
3. To understand and develop positive ways to cope with stress.
4. To study the structure and function of the various body systems: Circulatory, Respiratory, Immune, Skeletal, Muscular, Digestive, Nervous, and Endocrine.
5. To understand the biological, emotional, and social changes which occur during adolescence.
6. To examine how drugs, alcohol, and tobacco are mentally, physically, and socially harmful.
7. To understand the necessity for discretion in the selection and utilization of health products.
8. To explore public and private community agencies that is involved in health protection or health care.
9. To investigate the causes, signs, symptoms, and prevention of various infectious and noninfectious diseases.

II. GOALS (cont.)

10. To gain knowledge and skills needed for safe living, accident prevention, and treatment of minor injuries.
11. To understand functions of the male and female reproductive systems.
12. To understand the processes involved in fertilization and conception.
13. To recognize the early signs of pregnancy and explain the need for early prenatal care.
14. To understand the changes which occur in the developing baby and mother during pregnancy.
15. To recognize signs, symptoms, and ways of preventing sexually transmitted diseases, including AIDS.
16. To discuss advantages and disadvantages of making decisions based on consideration of the pros' and cons of an issue.
17. To understand the physical, emotional, and social implications of teenage pregnancy.
18. To recognize some of the financial, legal, and social responsibilities involved in parenting.
19. To recognize abortion as a complicated moral and social issue.
20. To develop an understanding of character, ethics, and manners as appropriate for this course.

III. PREREQUISITES

1. Eighth grade standing.

IV. PRE-ASSESSMENT

Each student will take a pre-assessment to determine skill deficiencies and strengths in alignment with the prescribed syllabus.

1. Syllabus-based pre-assessment Health 8.

V. POST -ASSESSMENT

Each student will take a post-assessment to determine individual growth in course content, accomplishment of individual growth with regard to performance objectives, and strengths and weaknesses of the teaching process.

1. Syllabus-based post-assessment -Health 8.

VI. PERFORMANCE OUTCOMES:

Upon completion of this course the students will be able to:

1. Interrelate the mental, physical, and social needs necessary to maintain good health.
2. Classify foods into the basic food pyramid.
3. Identify the main nutrients essential for good health.
4. Compare the effects of being overweight or underweight on wellness.
5. Describe the need for adequate rest and exercise.
6. Explain the importance of proper hygiene.
7. Interrelate the structure and function of the various organs making up the human reproductive system.
8. Describe the process of fertilization.
9. Interrelate the physical, emotional, and social implications of teenage pregnancy.
10. Determine the various responsibilities involved in parenting.
11. Relate contraception to its role in adult life.
12. Discuss that abstinence is the only safe method of contraception.
13. Distinguish among the symptoms of various sexually transmitted diseases.
14. Describe ways to reduce the risk of AIDS.
15. Distinguish among the over-the-counter, prescription, and illicit drugs.
16. Identify the problems of drug use.
17. Relate the mental effects of drugs to their effects on the central nervous system.
18. Interrelate the physical, mental, and emotional effects of tobacco on the body.
19. Interrelate the physical, mental, and emotional effects of alcohol on the body.
20. Develop appropriate refusal skills.
21. Differentiate between infectious (communicable) and noninfectious (non communicable) diseases.
22. Develop strategies for increasing self esteem.

VI. OUTCOMES (cont.)

23. Discuss ways to cope with stress.
24. Discuss contributing factors in teen suicide.
25. Develop strategies for effective decision making.
26. Demonstrate basic first-aid to shock victims.
27. Illustrate first-aid procedures for temperature related conditions.
28. Distinguish among fractures, dislocation, and sprains.
29. Identify parts and function of the circulatory, skeletal, muscular, immune, digestive, and endocrine systems.

VII. COURSE LESSONS, PERFORMANCE OBJECTIVES AND TIME SCHEDULE

Achieving and maintaining wellness	2 weeks
Meaning of health.....	1.1
Acceptance of self and others.....	1.16
Decision making.....	1.17
Stress and your body	1 week
Understanding stress.....	2.1- 2.2
Coping with stress.....	2.3
Stress and teen suicide.....	2.4
Nutrition/Fitness	2 weeks
Nutrients/ Weight control.....	1.2- 1.6
Health products.....	1.7- 1.9
Health Habits.....	1.10- 1.15
Body Systems	2 weeks
Nervous.....	3.5 -3.7
Cardiovascular.....	3.8- 3.10
Respiratory.....	3.1- 3.4
Skeletal/Muscular.....	3.13- 3.15
Digestive.....	3.11- 3.12
Endocrine.....	3.16
Diseases	2 weeks
Infectious and Non-infectious.....	6.1
Disease Prevention.....	6.2
Signals and Warnings.....	6.3- 6.4

VII. LESSONS (cont.)

First Aid	2 weeks
First aid and safety.....	7.1-7.12
Emergency procedures.....	7.13 – 7.14
Personal safety.....	7.15 -7.16
Community health services.....	8.1
Alcohol, Drugs. and Tobacco	3 weeks
Marijuana	5.1- 5.5
Tobacco	5.6- 5.10
Alcohol	5.11- 5.12
All Other Illegal Drugs	5.1 -5.5
Prevention/Treatment	5.13- 5.15
Sex Education	4 weeks
Developmental Stages of Puberty.....	4.1- 4.2
Human Growth and Development.....	4.4- 4.9
Male/Female Reproductive System.....	4.3
Teenage Pregnancy.....	4.10- 4.11
Abortion.....	4.12- 4.14
Contraception.....	4.15- 4.17
Self Control and Responsibility.....	4.25- 4.28
Decision Making.....	4.25- 4.28
Sexually Transmitted Disease.....	4.18- 4.21
Acquired immune deficiency Syndrome.....	4.22- 4.24

VIII. COURSE ACTIVITIES

A. Testing

The teacher will administer tests and quizzes throughout the course of study to determine the individual student's development as well as the effectiveness of the teaching strategies/methodologies employed.

1. Quizzes will be administered periodically.
2. Vocabulary quizzes and unit tests will be administered at the end of each unit of study.
3. Semester exams will be administered at the conclusion of the semester.

B. Assignments

Students will have assignments on Mondays through Friday. Time will be given to begin the assignment in class so students may receive assistance if needed. There will be a daily **warm up** at the beginning of every class as a sponge activity.

VIII. ACTIVITIES (cont.)

C. Make-up Work

Teachers shall provide an opportunity for a student to make up missed work due to any absence. Students shall be held accountable for the work (CCSD 5113.7). After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, (of which is determined by the teacher, and communicated to the student/parent or legal guardian). The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

D. Extra Credit

Extra credit opportunities will be provided throughout the semester. These will include, (but not be limited to) current event article clippings with summaries attached, extra reports...etc.

E. Enrichment

The teacher will provide enrichment materials for the exceptional student above and below average grade level

F. Homework Policy

The homework assignments will directly relate to the material that has been presented and discussed in class. The teacher will accept homework assignments only when directions have been followed: the assignment is complete, the paper is labeled, and neatness and legibility are evident.

H. Academic Dishonesty

If students are found guilty of academic dishonesty (cheating), the teacher shall collect the assignment, mark a zero for the work, and notify the parent of the consequence. A second offense of cheating or continued academic dishonesty may result in a notice of required parent conference at which time future consequences will be discussed.

I. Across The Curriculum Activities

1. Writing Process -Students will put into practice writing techniques, which they have developed in their English class. The teacher will include writing assignments and essay questions on exams.

I. Activities (cont.)

2. Technology -Students will be able to use the computer to research different areas of the health curriculum.
3. Learning/Reading Strategies -Two-column notes, vocabulary note cards, and other strategies will be used extensively.
4. Problem-solving strategies -Strategies will be employed by students as presented by the teacher .
5. Notebook- Students will be required to keep a notebook in class. The notebook should be brought to class daily. All work is to be kept in the notebook/folder as this will be checked at the end of the semester for a grade. Example: Warm ups, daily notes, vocabulary, homework, quizzes... etc. *(An organized notebook/folder also becomes helpful for reviewing for the final, and serves like a 'receipt' when there are grade 'discrepancies'.)

IX. TEXTBOOK

Decisions for Health. Holt Publishing. 2004.

Care of the Text -The student will be responsible for the care of this book for the entire semester. If the book is lost or stolen, the replacement will cost (\$50.00). The student will pay a portion of the total cost if the book is in need of repair. This fee will be assessed in alignment with the damage done to the textbook.

X. EVALUATION

A. GRADES INCLUDE:

1. Semester Exam -The semester exam will constitute 20% of the grade.
2. Test/Quizzes -Test/quizzes will constitute 15% of the grade.
3. Assignments:
 - a. *Homework*- 10% of total grade.
 - b. *Class work*- 10% of total grade.
 - c. *Warm ups*- 5% of total grade.
4. Participation -Punctuality, regular attendance, cooperation, the Willingness to perform assigned tasks, the quality of work, and the Ability to work with other students constitutes an integral part of the classroom. This will be worth 15% of their total grade.
5. Folder- Health folders will be checked for organization and thoroughness at the end of the semester for a grade. This will be worth 10% of their total grade.
6. Final Health Project- This will be worth 15% of their total grade.

B. BREAKDOWN OF STUDENT GRADES:

A	90%-100%	Excellent
B	80%-89%	Above Average
C	70% -79%	Average
D	60% -69%	Below Average
F	Below 60%	Failing

C. RECEIVING GRADE REPORTS

On a weekly basis, teachers will notify students of their progress to date. Specifically, the teacher will tell the student the current grade in percentage terms. The teacher will also let the student know what he/she could do to improve. The teacher will send a grade report home every four weeks (grade day, unsatisfactory reports, quarter report cards, and semester report cards).

XI. BEHAVIORAL OBJECTIVE AND PROGRESSIVE DISCIPLINE PROCEDURES

A. CITIZENSHIP GRADE CRITERIA

Citizenship grades will be based on a student's ability to follow the classroom procedures.

The students are expected to:

1. Come to class prepared and ready to learn.
2. Show respect to others and the learning environment.
3. Have no gum, candy or beverages in the classroom.

Infractions of these expectations may result in the lowering of a student's citizenship grade.

Citizenship Grade:

O = Outstanding citizenship

S = Satisfactory citizenship

U = Unsatisfactory citizenship

N = Needs improving

B. Classroom Procedures:

1. When the bell rings, begin working.
2. Be on time.
3. Participate in classroom discussions appropriately.
4. Stay on task until the teacher dismisses you.

C. Classroom Consequences:

1. Warning.
2. Parent phone call/letter home.
3. Detention.
4. Counselor's referral.
5. Dean's referral.

Bob Miller Middle School
Course Expectation Signature Sheet
Health 8

Mrs. Kunkel, Mr. Santigate, Mr. Detwiler

Please sign and return this page indicating you have read and received a copy of the course goals and expectations for identified class.

Print Name (Student) _____ Period _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

