



# Health

## 23-24 School Year

**Instructor:** Mr. Long

**Email:** Eric\_Long@chino.k12.ca.us

**Response time:** 48 hours

**Office Hours:** By Appt.

**Room:** F130

### What is Health?

Health is a valuable course; it's the state of physical, mental, and social well-being in which disease and illness are absent. It's about analyzing and interpreting our behaviors and provoking positive changes. The reality is our health affects us on the daily...

### Course Objective:

The ultimate goal of health education is to promote, maintain and improve individuals' and community health by identifying, assessing, and implementing healthful behaviors and strategies.

**Online Platform Used:** Google Classroom

### Required Materials/Online Programs/Resources:

- Class set of the Health Textbook (Glencoe Health 2009) \*You may checkout a textbook for home
- School issued Chromebook with access to Classlink and Kami
- Notebook only for Health Class
- If opting out of Positive Prevention, need to submit form via Google Classroom
  - Positive Prevention Opt Out Waiver [Here](#)
    - Parents please digitally sign or print, sign, and upload this form ONLY IF OPTING OUT.
    - Let me know via email if you would like to review the curriculum at school with our nurse.

### Average Day in Class:

1. *Introduction-* Up to 7 mins: Attendance, review, Q&A, material check, or quick write.
2. *Independent work-* Up to 20 mins: Book work, group work, video clip, research, reading, etc.
3. *Direct Instruction-* Up to 25 mins: Presentation, guided activities, games, etc.
4. *Closing-* Up to 5 mins: Overview, Q&A, or exit ticket

### Expectations and Tips for SUCCESS:

[Discipline Matrix \(1\).pdf](#)

**Earn PBIS/ Bulldog Bucks by executing the 3 B's**

## Units of Study:

1. Understanding Health and Wellness
  - a. Your Total Health
  - b. What Affects Your Health
  - c. Health Risks and Your Behavior
  - d. Promoting Health and Wellness
2. Taking Charge of Your Health
  - a. Building Health Skills
  - b. Making Responsible Decisions and Setting Goals
  - c. Being a Health Literate Consumer
  - d. Managing Consumer Problems
3. Achieving Mental and Emotional Health
  - a. Developing Your Self-Esteem
  - b. Developing Personal Identity and Character
  - c. Expressing Emotions in Healthful Ways
4. Managing Stress and Coping with Loss
  - a. Understanding Stress
  - b. Managing Stress
  - c. Coping with Loss and Grief
5. Mental and Emotional Problems
  - a. Dealing with Anxiety and Depression
  - b. Mental Disorders
  - c. Suicide Prevention
  - d. Getting Help
6. Skills for Healthy Relationships
  - a. Foundations of a Healthy Relationship
  - b. Respecting Yourself and Others
  - c. Communicating effectively
7. Family Relationships
  - a. Healthy Family Relationships
  - b. Strengthening Family Relationships
  - c. Help for Families
8. Peer Relationships
  - a. Safe and Healthy Friendships
  - b. Peer Pressure and Refusal Skills
9. Resolving Conflicts and Preventing Violence
  - a. Causes of Conflict
  - b. Resolving Conflicts
  - c. Understanding Violence
  - d. Preventing and Overcoming Abuse
10. Nutrition for Health
  - a. The Importance of Nutrition
  - b. Nutrients
  - c. Healthy Food Guidelines
  - d. Nutrition Labels and Food Safety
11. Managing Weight and Eating Behaviors
  - a. Maintaining a Healthy Weight
  - b. Body Image and Eating Disorders
  - c. Lifelong Nutrition
12. Physical Activity and Fitness
  - a. Benefits of Physical Activity
  - b. Improving Your Fitness
  - c. Planning a Personal Activity Program
  - d. Fitness Safety and Avoiding Injuries
13. Personal Health Care
  - a. Healthy Skin, Hair, Nails
  - b. Healthy Teeth and Mouth
  - c. Healthy Eyes and Ears
14. Skeletal, Muscular, and Nervous Systems
  - a. The Skeletal System
  - b. The Muscular System
  - c. The Nervous System
15. Cardiovascular, Respiratory, and Digestive Systems
  - a. The Cardiovascular and Lymphatic System
  - b. The Respiratory System
  - c. The Digestive System
16. \*Positive Prevention- Sexual Health
  - a. Endocrine, Reproductive System and Puberty
  - b. Abstinence and Making Informed Decisions
  - c. Skills for Healthy Relationships
    - i. Healthy Relationships: Dating and Marriage
  - d. Conception, Pregnancy, and Birth
  - e. Sexually Transmitted Infections and HIV/AIDS
17. Communicable Diseases
  - a. Understanding Communicable Diseases
  - b. Common Communicable Diseases
  - c. Fighting Communicable Diseases
  - d. Emerging Diseases and Pandemics
18. Noncommunicable Diseases and Disabilities
  - a. Cardiovascular Disease
  - b. Cancer
  - c. Allergies, Asthma, Diabetes, and Arthritis,
  - d. Physical and Mental Challenges
19. Medicines and Drugs
  - a. The Roles of Medicines
  - b. Using Medicines Safely
20. Tobacco
  - a. The Health Risks of Tobacco Use
  - b. Choosing to Live Tobacco Free
  - c. Promoting a Smoke-Free Environment
21. Alcohol
  - a. The Health Risks of Alcohol
  - b. Choosing to Live Alcohol-Free
  - c. The Impact of Alcohol Abuse
22. Illegal Drugs
  - a. The Health Risks of Drug Use
  - b. Marijuana, Inhalants, and Steroids
  - c. Psychoactive Drugs
  - d. Living Drug Free
23. Safety and Injury Prevention
  - a. Personal Safety and Protection
  - b. Safety at Home and in Your Community
  - c. Outdoor Safety
  - d. Safety on the Road
24. First Aid and Emergencies
  - a. Providing First Aid
  - b. CPR and First Aid for Shock and Choking
  - c. Responding to Other Common Emergencies
  - d. Emergency Preparedness
25. Community and Environmental Health
  - a. Community and Public Health
  - b. Air Quality and Health
  - c. Protecting Land and Water

## Grading Policies:

### Summative: 60%

- Unit Tests
- Projects
- Essays
- Final

### Formative: 40%

- Classwork
- Homework
- Practice Quizzes/ Exit Tickets

### **\*Aeries Gradebook updated Bi-monthly**

### **Missing and Late Work Policy:**

- Late work will be accepted within the current unit of study and will receive up to half credit. Students will need to leave a comment on the Google Classroom assignment at time of late submission so that I am alerted of your late work.
  - **Renaissance Card:** Can be used for full credit on a late assignment submission.
- If a student has an IEP or 504 plan, late work is accepted for up to full credit *IF* student received an extension prior to the due date, this can be done by leaving a comment on the Google Classroom assignment.
- Absent Work: Students have the same number of days absent to make up missed work for up to full credit.

### **Communication:**

Google Classroom is updated daily/weekly with assignments, resources, and announcements. I am available via email and through Google Classroom comments.

### **Plagiarism/Academic Dishonesty:**

1. First Offense- Student(s) will be given a zero on the assignment if found to cheat or plagiarize and will be documented in Aeries comments.
2. Second Offense- Student(s) will be sent to the Assistant Principal's Office and will be given a zero on the assignment which will be documented in Aeries comments.

Mark	Low %	High %
A+	98.00	100.00
A	93.00	96.99
A-	90.00	92.99
B+	87.00	89.99
B	83.00	86.99
B-	80.00	82.99
C+	77.00	79.99
C	73.00	76.99
C-	70.00	72.99
D+	67.00	69.99
D	63.00	66.99
D-	60.00	62.99
F	0.00	59.99

**Supplemental Materials to be used:**

Video clips and supplemental resources are used in the classroom in order to illustrate a curricular-related concept and provide real world context/application. I am notifying you that the teacher will consider this signed document permission to present these supplemental materials in class.

- Kahoot
- Khan Academy
- Ted Ed
- Discovery Channel
- BBC
- National Geographic
- Crash Course
- The film: Concussion
- [TeenHealth.org](http://TeenHealth.org)
- [National Alliance on Mental Health](http://NationalAllianceonMentalHealth.org)
- [National Institute on Mental Health](http://NationalInstituteonMentalHealth.org)
- [StopBullying.gov](http://StopBullying.gov)
- Reputable news outlets and websites
- A parent approved young adult oriented health silent reading book

I, \_\_\_\_\_ have read and understand our syllabus. I agree to follow the rules and stipulations outlined in the course syllabus and recognize that the teacher will be presenting some sensitive issues in this course.

Student Signature: \_\_\_\_\_

Date and Period: \_\_\_\_\_

Parent Signature: \_\_\_\_\_