

Health 7 Syllabus



Allegany-Limestone Middle-High School

Health 7

2024-2025 School Year: Semester 1

Teacher: Mr. Bly

Room #: 260

Classroom Telephone #: 716-375-6600 x2260

e-Mail: cbly@alcsny.org

Textbooks: Glencoe Teen Health, 2021

CLASS DESCRIPTION

Middle school is a crucial period in students' lives, which is why health education is so critical. Students need a health curriculum that is engaging enough to capture their attention by covering topics they will encounter in the real world. They also need a program that enables them to practice making healthy, informed decisions while developing vital knowledge along with social and emotional skills.

CLASS RULES & EXPECTATIONS

1. Be Prepared to Learn - bring pencil, notebook and charged laptop every day
2. Show Respect to Everyone
3. Show Respect for the Classroom

BEHAVIOR CONSEQUENCES

Failure to follow class rules and expectations will result in:

1st offense - Verbal warning

2nd offense - 1-on-1 talk

Repeated/ major offenses - Removal from the room to the office + disciplinary report (DR)

METHODS OF INSTRUCTION

This class will have a balance of directive and collaborative learning. Each day, 'lesson task' points will be given for participation, completeness and engagement. A rubric will be provided for these 'lesson task' assignments (when possible) which outlines clear expectations in order to receive full points.

Types of learning activities will include:

Quick write / quick talk warmups, skeleton notes, webquests, skits/acting, presentations, kahoots, posters/infographics, self-assessments, collaborative projects, etc.

ANTICIPATED COVERED TOPICS

- Your Health and Wellness
- Social Health
- Dating Relationships and Abstinence
- Bullying and Cyberbullying
- Emotional Health
- Mental and Emotional Disorders
- Conflict Resolution
- Violence Prevention
- Nutrition
- Physical Activity
- The Life Cycle
- Personal Health Care
- Your Body Systems
- Tobacco, Alcohol, and Drugs

CLASS ASSIGNMENTS

1. **Daily Lesson Task** - Each day, a different lesson will be covered within the module. Lesson tasks will be completed during class time and consist of individual and group activities.
2. **Weekly Module Quizzes** - Each module will take (on average) one week to complete. At the conclusion of the module, students will take a module quiz *usually* in class with their school laptop.
 - a. *Quiz Absence* - A time will be arranged for you in the testing center
3. **Monthly Assessments** - An assessment on a group of modules will take place (on average) once per month.
 - a. *Assessment Absence* - A time will be arranged for you in the testing center

CLASS GRADING SYSTEM (WEIGHTED)

Assessments -	(36%)
Module Quizzes -	(24%)
Lesson Tasks -	(40%)

HOMEWORK

Unless a lesson task is not completed during class time, there will not be homework assigned in this class. If students do not complete their lesson task, they must submit the work:

1. Electronically at home that evening, or
2. In person the next class (24 hours)

It is highly recommended students review the textbook readings and slides at home to prepare for upcoming quizzes and assessments. These will be posted in our class Teams page.

NATIONAL HEALTH EDUCATION STANDARDS (updated 2024)

Standard 1

❖ Use functional health information to support health and well-being of self and others.

- 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness.
- 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries.
- 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.8.5 Analyze connections between health literacy and health outcomes.
- 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- 1.8.7 Explain how health care promotes personal health.

Standard 2

❖ Analyze influences that affect health and well-being of self and others.

- 2.8.1 Analyze the interrelationships between various influences on health and well-being.
- 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.
- 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.
- 2.8.4 Apply strategies and resources to manage influences that impact health and well-being.

Standard 3

❖ Access valid and reliable resources to support health and well-being of self and others.

- 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals.
- 3.8.2 Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 3.8.3 Access valid and reliable sources of health information, products, services, and other resources.
- 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- 3.8.5 Use strategies to manage misinformation and disinformation.

Standard 4

❖ Use interpersonal communication skills to support health and well-being of self and others.

- 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others.
- 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts.
- 4.8.3 Use various communication strategies to seek and offer support and assistance.
- 4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations.
- 4.8.5 Use refusal skills and strategies in a variety of situations.
- 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict.

- 4.8.7 Use collaboration skills in a variety of situations.
- 4.8.8 Use negotiation skills in a variety of situations.
- 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values.
- 4.8.10 Demonstrate ways to communicate empathy and compassion.

Standard 5

- ❖ Use a decision-making process to support health and well-being of self and others.

- 5.8.1 Explain how the use of a decision-making process affects health and well-being.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.
- 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- 5.8.6 Evaluate the results of a health-related decision on self and others.

Standard 6

- ❖ Use a goal-setting process to support health and well-being of self and others.

- 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting.
- 6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate.
- 6.8.3 Develop a goal and explain how it supports health and well-being.
- 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal.
- 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- 6.8.6 Examine the goal-setting process and outcomes on health and well-being.

Standard 7

- ❖ Demonstrate practices and behaviors to support health and well-being of self and others.

- 7.8.1 Examine supports and barriers to health-related practices and behaviors.
- 7.8.2 Analyze practices and behaviors that support personal and community health and well-being.
- 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.

Standard 8

- ❖ Advocate to promote health and well-being of self and others.

- 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being.
- 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts.
- 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.
- 8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being.

NEW YORK HEALTH EDUCATION STANDARDS

Standard 1 - Personal Health and Fitness

- ❖ Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Standard 2 - A Safe and Healthy Environment

- ❖ Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3 - Resource Management

- ❖ Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

ANTICIPATED COURSE SCHEDULE (SUBJECT TO CHANGE)

Date	Lesson	Textbook	Assignments
9/3	Introduction, Class Rules, Procedures	Syllabus	Parent/Guardian Signature
Module 0: Your Health & Wellness			
9/4	Lesson 1: Your Total Health	xxvi	Lesson Task
9/5	Lesson 2: Health Influences & Risk Factors	xxx	Lesson Task
9/6	Lesson 3: Building Health Skills	xxxviii	Lesson Task
9/9	Lesson 4: Making Decisions & Setting Goals	xivi	Lesson Task
9/10	Lesson 5: Choosing Health Services	lii	Lesson Task
Module 1: Social Health			
9/11	Lesson 1: Building Character	pp 4-13	Module 0 Quiz + Lesson Task
9/12	Lesson 2: Practicing Communication Skills	pp 14-21	Lesson Task
9/13	Lesson 3: Family Relationships	pp 22-27	Lesson Task
9/16	Lesson 4: Peer Relationships	pp 28-35	Lesson Task
Module 2: Dating Relationships and Abstinence			
9/17	Lesson 1: Beginning to Date	pp 38-41	Module 1 Quiz + Lesson Task
9/18	Lesson 2: Healthy Dating Relationships	pp 42-47	Lesson Task
9/19			
9/20	Lesson 3: Abstinence and Saying No	pp 48-53	Lesson Task

Module 3: Bullying and Cyberbullying			
9/23	Lesson 1: Bullying & Harassment	pp 56-59	Module 2 Quiz + Lesson Task
9/24	Lesson 2: Cyberbullying	pp 60-63	Lesson Task
9/25	Lesson 3 & 4: Strategies to Stop Bullying + Promoting Safe Schools	pp 64-69	Lesson Task
9/26	Modules 0-3 Review	pp xxvi-69	Module 3 Quiz + Review Game
9/27	Modules 0-3 Assessment		Assessment Day
Module 4: Emotional Health			
9/30	Lesson 1: Your Mental and Emotional Health	pp 72-77	Lesson Task
10/1			
10/2	Lesson 2: Understanding Your Emotions	pp 78-81	Lesson Task
10/3	Lesson 3: Managing Stress	pp 82-87	Lesson Task
10/4	Lesson 4: Coping with Loss	pp 88-91	Lesson Task
Module 5: Mental and Emotional Disorders			
10/7	Lesson 1: Mental and Emotional Disorders	pp 94-99	Module 4 Quiz + Lesson Task
10/8	Lesson 2: Suicide Prevention	pp 100-103	Lesson Task
10/9	Lesson 3: Help for Mental and Emotional Disorders	pp 104-107	Lesson Task
Module 6: Conflict Resolution			
10/10	Lesson 1: Conflicts in Your Life	pp 110-115	Module 5 Quiz + Lesson Task
10/11	Lesson 2: The Nature of Conflicts	pp 116-119	Lesson Task
10/15	Lesson 3: Conflict Resolution Skills	pp 120-123	Lesson Task
10/16	Lesson 4: Peer Mediation	pp 124-127	Lesson Task
Module 7: Violence Prevention			
10/17	Lesson 1: Understanding Violence	pp 130-135	Module 6 Quiz + Lesson Task
10/18	Lesson 2: Violence Prevention	pp 136-141	Lesson Task
10/21	Lesson 3: Abuse	pp 142-147	Lesson Task
10/22	Lesson 4: Preventing and Coping with Abuse	pp 148-151	Lesson Task
10/23	Modules 4-7 Review	pp 72-151	Module 7 Quiz + Review Game
10/24	Modules 4-7 Assessment		Assessment Day
Module 8: Nutrition			
10/25	Lesson 1: Nutrients Your Body Needs	pp 154-159	Lesson Task
10/28	Lesson 2: Creating a Healthful Eating Plan	pp 160-167	Lesson Task
10/29			
10/30	Lesson 3: Managing Your Weight	pp 168-173	Lesson Task
10/31	Lesson 4: Body Image and Eating Disorders	pp 174-179	Lesson Task
11/1	NO SCHOOL		

Module 9: Physical Activity			
11/4	Lesson 1: Becoming Physically Fit	pp 182-187	Module 8 Quiz + Lesson Task
11/5			
11/6	Lesson 2: Creating Your Fitness Plan	pp 188-193	Lesson Task
11/7			
11/8	Lesson 3: Performing at Your Best	pp 194-199	Lesson Task
11/12	Lesson 4: Preventing Sports Injuries	pp 200-205	Lesson Task
Module 10: The Life Cycle			
11/13	Lesson 1: Changes During Puberty	pp 208-211	Module 9 Quiz + Lesson Task
11/14	Lesson 2: Male Reproductive Health	pp 212-215	Lesson Task
11/15	Lesson 3: Female Reproductive Health	pp 216-219	Lesson Task
11/18	Lesson 4: Infant and Child Development	pp 220-227	Lesson Task
11/19	Lesson 5: Staying Healthy as You Age	pp 228-231	Lesson Task
Module 11: Personal Health Care			
11/20	Lesson 1: Personal Hygiene and Consumer Choices	pp 234-239	Module 10 Quiz + Lesson Task
11/21	Lesson 3: Caring for Your Mouth and Teeth	pp 246-249	Lesson Task
11/22	Lesson 4: Protecting Your Eyes and Ears	pp 250-255	Lesson Task
11/25	Modules 8-11 Review	pp 154-239 & 246-255	Module 11 Quiz + Review Game
11/26	Modules 8-11 Assessment		Assessment Day
Module 12: Your Body Systems			
12/2	Lesson 1: Your Skeletal and Muscular Systems	pp 258-265	Lesson Task
12/3			
12/4	Lesson 2: Your Nervous System	pp 266-271	Lesson Task
12/5	Lesson 3: Your Circulatory and Respiratory Systems	pp 272-281	Lesson Task
12/6			
12/9	Lesson 4: Your Digestive and Excretory Systems	pp 282-287	Lesson Task
12/10			
12/11	Lesson 5: Your Endocrine System	pp 288-289	Lesson Task
12/12	Lesson 6: Your Immune System	pp 290-293	Lesson Task
12/13	Module 12 Review	pp 258-293	Review Game
12/16	Module 12 Assessment		Assessment Day
Module 13: Tobacco			
12/17	Lesson 1: Facts About Tobacco	pp 296-299	Lesson Task
12/18	Lesson 2: Health Risks of Tobacco Use	pp 300-305	Lesson Task
12/19			
12/20	Lesson 3: Costs of Tobacco Use	pp 306-313	Lesson Task
1/6			

1/7	Lesson 4: Saying No to Tobacco Use	pp 314-319	Lesson Task
Module 14: Alcohol			
1/8	Lesson 1: Alcohol Use and Teens	pp 322-325	Module 13 Quiz + Lesson Task
1/9	Lesson 2: Effects of Alcohol Use	pp 326-331	Lesson Task
1/10	Lesson 3: Alcoholism and Alcohol Abuse	pp 332-341	Lesson Task
Module 15: Drugs			
1/13	Lesson 1: Drug Use & Abuse	pp 344-349	Module 14 Quiz + Lesson Task
1/14	Lesson 2: Types of Drugs and Their Effects + Lesson 3: Staying Drug Free	pp 350-363	Lesson Task
1/15	Module 13-15 Review	pp 296-363	Review Game
1/16	Module 13-15 Assessment		Assessment Day
Module 17: Communicable Diseases			
1/17	Lesson 2: Communicable Diseases	pp 386-391	Module 15 Quiz + Lesson Task
1/21	Lesson 3: Sexually Transmitted Diseases	pp 392-397	Lesson Task
1/22	Lesson 4: HIV/AIDS	pp 398-403	Lesson Task
1/23	Module 17 Quiz		
1/24	Last day of class party		
Module 18: Noncommunicable Diseases			
Topics if we finish the above curriculum early	Lesson 1: Causes of Noncommunicable Diseases	pp 406-409	Module 17 Quiz + Lesson Task
	Lesson 2: Cancer	pp 410-415	Lesson Task
	Lesson 3: Heart and Circulatory Problems + Lesson 4: Diabetes	pp 416-425	Lesson Task
	Modules 17-18 Review	pp 380-425	Review Game
	Modules 17-18 Assessment		Assessment Day

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Parent/Student Procedures Acknowledgement for Health 7

I, _____ (student name) have read and understand Mr. Bly's grading and procedures with my parent/guardian. I understand that I will be held to each of these basic rules and expectations, and that if I have any questions or issues, it is my responsibility to seek him out and discuss them with him as they arise. I have shared these with my parent/guardian as well.

Student signature

date

Parent/Guardian signature

date

Basic Info:

Parent/Guardian name (printed)

Best time to contact: _____ (am/pm)

Best phone number to reach you: _____

If you have email, please add that as well:

Mr. Bly's Contact Information:

Email: cbly@alcsny.org

Work Phone: (716) 375-6600 ext. 2260