

HIGH SCHOOL HEALTH SYLLABUS



Allegany-Limestone Middle-High School High School Health 2024-2025 School Year: Semester 1

Teacher: Mr. Bly

Room #: 260

Classroom Telephone #: 716-375-6600 x2260

e-Mail: cbly@alcsny.org

Textbooks: Glencoe Health, 2022

CLASS DESCRIPTION

High school is a critical period in students' lives that prepares them for success as they transition into adulthood. High school health provides knowledge and skills about real world situations, including topics such as character, communication, consumer literacy, fitness, nutrition, mental/emotional health, relationships, personal care/body systems, growth/development, tobacco, alcohol, other drugs, and communicable/non-communicable diseases. In addition, parenting requirements are now embedded into the health curriculum.

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 and engagement.

ANTICIPATED COVERED TOPICS

1. Understanding Health and Wellness
2. Taking Charge of Your Health
3. Achieving Mental and Emotional Health
4. Managing Stress and Coping with Loss
5. Mental and Emotional Problems
6. Skills for Healthy Relationship
7. Family Relationships
8. Peer Relationships

9. Resolving Conflicts and Preventing Violence
10. Nutrition for Health
11. Managing Weight and Eating Behaviors
12. Physical Activity and Fitness
13. Personal Health Care
14. The Beginning of the Life Cycle
15. The Life Cycle Continues
16. Tobacco
17. Alcohol
18. Illegal Drugs
19. Communicable Diseases
20. Noncommunicable Diseases

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.
3. **Monthly** Assessments - An assessment on a group of modules will take place (on average) once per month.

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

It is highly recommended students review the online textbook modules/lessons at home to prepare for upcoming quizzes and assessments.

NATIONAL HEALTH EDUCATION STANDARDS (updated 2024)

Standard 1

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

- 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes.
- 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.
- 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.
- 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.
- 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.
- 1.12.9 Analyze the relationship between access to health care and overall health and well-being.

Standard 2

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

- 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.
- 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.
- 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
- 2.12.4 Formulate strategies to manage influences that impact health and well-being.
- 2.12.5 Use 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.

- 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.
- 3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
- 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.
- 3.12.5 Apply strategies to manage misinformation and disinformation.

Standard 4

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

- 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.
- 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.
- 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.
- 4.12.5 Apply refusal skills and strategies in a variety of situations.
- 4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.
- 4.12.7 Demonstrate collaboration skills in a variety of situations.
- 4.12.8 Demonstrate negotiation skills in a variety of situations.
- 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.

- 4.12.10 Communicate with empathy and compassion.

Standard 5

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

- 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.
- 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
- 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
- 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
- 5.12.6 Develop a plan of action to implement a health-related decision.
- 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- 5.12.8 Evaluate the effectiveness of health-related decisions.

Standard 6

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

- 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.
- 6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.
- 6.12.3 Develop a goal and analyze how it supports health and well-being.
- 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.
- 6.12.5 Monitor progress and adjust the goal or plan as appropriate.
- 6.12.6 Evaluate 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.

- 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.
- 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.
- 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being.
- 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.

Standard 8

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

- 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
- 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.
- 8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
- 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.
- 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
- 8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.
- 8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.

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, Expectations	Syllabus	Parent/Guardian Signature
Module 1: Understanding Health and Wellness			
9/4	Lesson 1: Your Total Health	4-7	Lesson Task
9/5	Lesson 2: What Affects Your Health?	8-12	Lesson Task
9/6	Lesson 3: Health Risks and Your Behavior	13-17	Lesson Task
9/9	Lesson 4: Promoting Health and Wellness	18-21	Lesson Task
Module 2: Taking Charge of Your Health			
9/10	Lesson 1: Building Health Skills	pp 28-33	Module 1 Quiz + Lesson Task
9/11	Lesson 2: Making Responsible Decisions and Setting Goals	pp 34-39	Lesson Task
9/12	Lesson 3: Being a Health-Literate Consumer	pp 40-43	Lesson Task
9/13	Lesson 4: Managing Consumer Problems	pp 44-47	Lesson Task
Module 3: Achieving Mental and Emotional Health			
9/16	Lesson 1: Developing Your Self-Esteem	pp 54-59	Module 2 Quiz + Lesson Task
9/17	Lesson 2: Developing Personal Identity and Character	pp 60-65	Lesson Task
9/18	Lesson 3: Expressing Emotions in Healthful Ways	pp 66-71	Lesson Task
9/19	Modules 1-3 Review	pp 4-71	Module 3 Quiz + Review Game
9/20	Modules 1-3 Assessment		Assessment Day
Module 4: Managing Stress and Coping with Loss			
9/23	Lesson 1: Understanding Stress	pp 78-82	Lesson Task

9/24	Lesson 2: Managing Stress	pp 83-87	Lesson Task
9/25	Lesson 3: Coping with Loss and Grief	pp 88-91	Lesson Task
Module 5: Mental and Emotional Problems			
9/26	Lesson 1: Dealing with Anxiety and Depression	pp 98-101	Module 4 Quiz + Lesson Task
9/27	Lesson 2: Mental Disorders	pp 102-105	Lesson Task
9/30	Lesson 3: Suicide Prevention + Lesson 4: Getting Help	pp 106-113	Lesson Task
Module 6: Skills for Healthy Relationships			
10/1	Lesson 1: Foundations for a Healthy Relationship	pp 120-125	Module 5 Quiz + Lesson Task
10/2	Lesson 2: Respecting Yourself and	pp 126-132	Lesson Task
10/3	Others		
10/4	Lesson 3: Communicating Effectively	pp 133-137	Lesson Task
10/7	NO SCHOOL - Columbus Day Indigenous Peoples' Day		
10/8	Modules 4-6 Review	pp 78-137	Module 6 Quiz + Review Game
10/9	Modules 4-6 Assessment		Assessment Day
Module 7: Family Relationships			
10/10	Lesson 1: Healthy Family Relationships	pp 144-149	Lesson Task
10/11	Lesson 2: Strengthening Family Relationships	pp 150-155	Lesson Task
10/15	Lesson 3: Help for Families	pp 156-161	Lesson Task
Module 8: Peer Relationships			
10/16	Lesson 1: Safe and Healthy Friendships	pp 168-173	Module 7 Quiz + Lesson Task
10/17	Lesson 2: Peer Pressure and Refusal Skills	pp 174-179	Lesson Task
10/18	Lesson 3: Practicing Abstinence	pp 180-187	Lesson Task
Module 9: Resolving Conflicts and Preventing Violence			
10/21	Lesson 1: Causes of Conflict	pp 194-197	Module 8 Quiz + Lesson Task
10/22	Lesson 2: Resolving Conflicts	pp 198-202	Lesson Task
10/23	Lesson 3: Understanding Violence	pp 203-209	Lesson Task
10/24	Modules 7-9 Review	pp 144-215	Lesson Task
10/25	Modules 7-9 Assessment	pp 144-215	Assessment Day
Module 10: Nutrition for Health			
10/28	Lesson 1: The Importance of Nutrition +	pp 222-233	Lesson Task
10/29	Lesson 2: Nutrients		
10/30	NO SCHOOL - Staff Development Day		
10/31	Lesson 3: Healthy Food Guidelines	pp 234-239	Lesson Task
Module 11: Managing Weight and Eating Behaviors			
11/4	Lesson 1: Maintaining a Healthy Weight	pp 254-260	Module 10 Quiz + Lesson Task
11/5	Lesson 2: Body Image and Eating	pp 261-267	Lesson Task
11/6	Disorders		
11/7	Lesson 3: Lifelong Nutrition	pp 268-273	Lesson Task

	END OF MARKING PERIOD		
11/8	<i>NO SCHOOL</i>		
Module 12: Physical Activity and Fitness			
11/12	Lesson 1: Benefits of Physical Activity	pp 280-285	Module 11 Quiz + Lesson Task
11/13	Lesson 2: Improving Your Fitness	pp 286-292	Lesson Task
11/14	Lesson 3: Planning a Personal Activity Program	pp 293-298	Lesson Task
11/15	Lesson 4: Fitness Safety and Avoiding Injuries	pp 299-305	Lesson Task
Module 13: Personal Health Care			
11/18	Lesson 1: Healthy Skin, Hair, and Nails	pp 312-318	Module 12 Quiz + Lesson Task
11/19	Lesson 2: Healthy Teeth and Mouth	pp 319-322	Lesson Task
11/20	Lesson 3: Healthy Eyes and Ears	pp 323-327	Lesson Task
11/21	Modules 10-13 Review	pp 222-327	Module 13 Quiz + Review Game
11/22	Modules 10-13 Assessment		Assessment Day
Module 17: The Beginning of the Life Cycle			
11/25	Lesson 1: Prenatal Development and Care	pp 412-419	Lesson Task
11/26	Lesson 2: Heredity and Genetics	pp 420-425	Lesson Task
12/2	Lesson 3: Birth Through Childhood	pp 426-429	Lesson Task
Module 18: The Life Cycle Continues			
12/3	Lesson 1: Changes During Adolescence	pp 436-441	Module 17 Quiz + Lesson Task
12/4	Lesson 2: Adulthood, Marriage, and Parenthood	pp 442-447	Lesson Task
12/5	Lesson 3: Health Through The Life Cycle	pp 448-451	Lesson Task
12/6	Modules 17-18 Review	pp 412-451	Module 18 Quiz + Review Game
12/9	Modules 17-18 Assessment		Assessment Day
Module 20: Tobacco			
12/10	Lesson 1: The Health Risks of Tobacco Use	pp 474-479	Lesson Task
12/11	Lesson 2: Choosing to Live Tobacco-Free	pp 480-484	Lesson Task
12/12	Lesson 3: Promoting a Smoke-Free Environment	pp 485-487	Lesson Task
Module 21: Alcohol			
12/13	Lesson 1: The Health Risks of Alcohol Use	pp 494-499	Module 20 Quiz + Lesson Task
12/16	Lesson 2: Choosing to Live Alcohol-Free	pp 500-505	Lesson Task
12/17	Lesson 3: The Impact of Alcohol Abuse	pp 506-511	Lesson Task

Module 22: Illegal Drugs			
12/18	Lesson 1: The Health Risks of Drug Use	pp 518-523	Module 21 Quiz + Lesson Task
12/19	Lesson 2: Marijuana, Inhalants, and Steroids	pp 524-528	Lesson Task
12/20	Lesson 3: Psychoactive Drugs	pp 529-536	Lesson Task
1/6	Lesson 4: Living Drug-Free	pp 537-541	Lesson Task
1/7	Modules 20-22 Review	pp 474-541	Module 20 Review
1/8			Module 21 Review
1/9			Module 22 Review
1/10	Modules 20-22 Assessment		Assessment Day
Module 23: Communicable Diseases			
1/13	Lesson 1: Understanding Communicable Diseases	pp 548-552	Lesson Task
1/14	Lesson 2: Common Communicable Diseases	pp 553-556	Lesson Task
1/15	Lesson 3:Fighting Communicable Diseases	pp 557-562	Lesson Task
1/16	Lesson 4: Emerging Diseases and Pandemics	pp 563-567	Lesson Task
Module 24: Sexually Transmitted Diseases and HIV/AIDS			
1/17	Lesson 1: Sexually Transmitted Diseases	pp 574-579	Module 23 Quiz + Lesson Task
1/21	Lesson 2: Preventing and Treating STDs	pp 580-583	Lesson Task
1/22	Lesson 3: HIV/AIDS	pp 584-587	Lesson Task
1/23	Lesson 4: Preventing and Treating HIV/AIDS	pp 588-593	Lesson Task
1/24	Last day of class party		

High School Health Syllabus

Parent/Student Procedures Acknowledgement for High School Health

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