

**Class Syllabus-Madawaska Middle / High School**  
**Health - Grade: 8**

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**Course Description and Goals:** The Health curriculum is based on a accumulation of information in order to make all students health literate. The Health curriculum is dynamic and constantly evolving based on the emotional, intellectual and social development of the students. Health means not only freedom from illness or injury and the absence of diseases, but also the interaction of one's physical, mental, emotional, intellectual and spiritual well-being. Many factors influence one's health including but not limited to heredity, environment, behavior and scientific knowledge. Decision-making by individual students should be based on facts, knowledge of consequences and on personal values (e.g. family and religious values). The school acknowledges the importance of the values a child brings from his or her family and cultural background. This health curriculum recognizes the realities of the world in which our young people live; a world that is rapidly changing, a world in which they are exposed to overt sexuality, access to alcohol and drugs, teenage stress and substance abuse, suicide and pregnancy as well as the threat of AIDS and other sexually transmitted diseases. The comprehensive health education program is designed to provide student with the skills necessary to function safely and healthfully within our ever-changing society. Health education provides the opportunity for students to acquire information and to develop the skills and attitudes necessary for making responsible decisions to prevent disease and promote optimum well-being.

**Growth and Development**

**A. *Student will know:***

Health Concepts and understand health promotion and disease prevention concepts.

***Student will be able to:***

- Analyze the relationship between personal health practices and individual well-being.
- Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life.
- Evaluate the short- and long-term effects of risky behavior.
- Analyze the impact of personal health behaviors on body systems.
- Analyze how the environment relates to personal and community health.
- Describe health issues common at different stages of life.
- Analyze how public health policies and laws influence health promotion and disease prevention.
- Analyze how the prevention and control of health problems are influenced by research and medical advances.
- Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.
- Describe how stress management relates to disease prevention.
- Demonstrate in-depth understanding of complex health concepts.

**B. *Students will know:***

How to acquire valid information about health issues, services, and products.

***Students will be able to:***

- Provide evidence to support the validity of health information, products, and services.
- Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility).
- Access school and community health services (e.g., school nurse, family physician, emergency care).
- Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries).

**C. *Students will know:***

How to reduce their health risks through the practice of healthy behaviors.

***Students will be able to:***

- Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace.
- Demonstrate strategies to avoid, change, and report unsafe situations.
- Design, implement, and evaluate a plan of stress management.

**D. *Students will know:***

How media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

***Students will be able to:***

- Analyze how different cultures affect health beliefs and practices (gender equity).
- Evaluate the effect of media and other factors on personal, family, and community health.
- Evaluate the impact of technology on personal, family, and community health.
- Analyze how the family, peers, and community influence the health of individuals.

**E. *Students will know:***

That skillful communication can contribute to better health for themselves, their families, and the community.

***Students will be able to:***

- Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.
- Demonstrate strategies that can be used to prevent or solve conflicts without harm.
- Analyze the possible causes of conflict in schools, families, and communities.
- Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
- Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.
- Adapt health messages and communication techniques to the characteristics of a particular audience.

**F. *Students will know:***

How to set personal goals and make decisions that lead to better health.

***Students will be able to:***

- Demonstrate individual and collaborative decision-making processes to resolve health problems.
- Analyze how health-related decisions are influenced by individuals, families, and community values.
- Explain how decisions regarding health behaviors have consequences for them and others.
- Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.

**Textbook and Materials:** *Totally Awesome Health*, Linda Meeks and Philip Heit, Meeks Heit Publishing. In addition, a notebook and loose leaf binder is required for class work and handouts as well as pens, pencils or other student materials as required. Laptops will be used as well as Internet resources to supplement the textbook.

**Grading:**

- Student grading will be based upon a variety of assessments accumulated throughout the quarter and in keeping the Madawaska School Department grading policy.
  - **All late assignment grades will be reduced unless previous arrangements have been made with the teacher.**
  - There will be no extra credit allowed or make-up for failed tests and assignments. Extra instruction before and after school will be available or as required.
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|------------------------|-----|
| • Tests                | 50% |
| • Homework/Class Work  | 40% |
| • Participation/Effort | 10% |

Total :                      100%

The goal is to not only learn the principles of health but also to be successful in the class!

**Student Conduct:** The study of health may involve some sensitive subjects and the students need to be respectful of their classmates and their teacher at all times, acting in a mature manner in keeping with school policies listed in the Madawaska High School Student and Family Handbook. Class participation is required at all times as well as preparation for class based on assignments. Seating policy for the class will be determined based on the behaviors of individual students and most effective learning environment. Students are required to complete work on time, be prepared for class and turn in all assignments in their appropriate locations at the start of class. All work in class must be the student's own work unless group projects are assigned and in that case all students are required to participate fully in the group work. Students are

required to take notes to supplement their learning and aid their retention of the concepts in health provided.

**Class Expectations:**

1. Come to class prepared with all books and materials.
2. Be in your seat at the start of class.
3. Work handed in must be neat and readable or I may return it to have it redone before accepting it.

**Basic Classroom rules:**

1. **RESPECT** for each other's opinions, space, belongings, discussions and feelings.
1. Follow the expectations and rules listed in the Madawaska High School Student Handbook.
2. **The number one rule in class is "do not interfere with the learning of your fellow students!"**

**Attendance:** In the event of an absence from school for any reason, it will be the **responsibility of the student** to obtain missing assignments and make up missed tests, quizzes or other work in a timely fashion.

**Student Assistance:** Students who are having difficulty in class, struggling to understand concepts, or wish to discuss issues on an individual basis are encouraged to set up an appointment with the teacher to arrange for alternative assistance. This may be done before school or after school. The purpose of this course is to make sure each and every student learns the concepts and achieves success to their highest potential. Do not wait till the end of the quarter to seek help.

**Curriculum**

**Semester One:**

**What is Health?**

- Introduction of the health pyramid
- Lifestyle factors
- Health Literacy

**Making Healthful Choices**

**Communication and refusal skills**

- Mental and emotional skills
- Goals and the decision making model

### **Physical Fitness and Your Health**

- Benefits of physical fitness
- Basic components of fitness
- The physical fitness pyramid

### **Nutrition and Your Health**

- Why do we eat certain foods
- Nutrients: Carbohydrates, Proteins and Fats
- Nutrients: Vitamins, Minerals, and Water
- Food Safety
- Teenager Nutrition

### **Mental and Emotional Health**

- What is mental health
- Personality and hierarchy of needs
- Emotions and phobias

## **Semester Two:**

### **Managing Stress in your life**

- Stress, stressors and the body's response
- Personality and stress management
- Coping with grief

### **Mental and Emotional Problems**

- Understanding mental disorders
- Types of mental disorders
- Suicide and suicide prevention

### **Healthy Relationships**

- Relationship space
- Communicate to relate
- Let's talk it out
- "I" messages and body language
- Cooperation, compromise and constructive criticism

### **Resolving Conflicts and Preventing Violence**

- Interpersonal Conflict
- Conflict resolution
- "Just walk away"

### **Your Body's Reproductive System**

- The male reproductive system
- The female reproductive system
- Human sexuality
- STD's

- Abstinence, birth control & beyond

### **Tobacco**

- What is tobacco
- Addiction and its affect on the body
- Quitting smoking

### **Alcohol**

- High risk behavior
- Alcohols affect on the body
- Alcohol and society

### **Drugs**

- What are drugs
- Prescription drugs-legal and illegal
- Illegal drugs
- Addiction and withdrawal

### **Environment**

- Leave no trace concept