

Dominican International School- Kaoshiung

Health 7

COURSE SYLLABUS

GRADE LEVEL: 7

SCHOOL YEAR: 2023-24

TEACHER: Junell Mark F. Bautista

Remedios “Bing” Racadio

EMAIL: bracadio@dishs.tp.edu.tw

Course Description

This course is designed to help students make educated consumer decisions, a skill they will need for the rest of their lives. Activities are focused on helping student to gather the necessary information from reliable health sources which will assist in making healthy decisions. Topics on consumer health, the endocrine system, reproductive system, and mental health and together with nutrition will guide the students in making wise choices that will directly affect their physical, mental and emotional, and social development during this stage of puberty. Also, students are taught basic health knowledge and practices that ensure that they will be able to make wise health decisions, even on their own, which may include managing stress which they need for their socio-emotional well-being.

Teaching Strategies

This course is primarily a lecture course supplemented with discussion, clips, pictures, films, and authentic materials. I have purposely broken the material in short segments to facilitate its absorption. A broad-based understanding of content is important, but so are the skills which will be needed to continue learning later in life. Although the lecture format of teaching has the potential to deliver content, there is no assurance that a student will develop the essential learning skills, since listening to lecture is a very passive activity. Furthermore, studies suggest that collaborative learning improves productivity, professional self-esteem, problem-solving skills, and positive social relationships. Therefore, this course will include some lecturing, but will also have an active student-centered component of problem-based learning. The real-world problems that have been developed for this course demand that students connect new knowledge to old; recognize what they know and understand and what they don't, and learn concepts well enough to explain and teach them in their own words.

Positive Reinforcement applied in the classroom is an essential aspect of managing middle-aged learners/ classrooms, and has related implications for encouraging progress.

Learning how to work in a team environment is beneficial to students for problem solving, working under the pressure of a time limit, and learning how to work with others.

Classroom interaction is emphasized. Students' curiosity and knowledge about health and other topics that are health related will be challenged and introduced. They will be encouraged to come up with ideas regarding programs and create activities which promote health and wellness in our society. Enhancement of Health Skills and Consistent Practice through application and their own health teachings will be made and be part of their learning, presentation of health programs and understanding process.

Student Activities

Different kinds of activities allow variances of skillsets among students that can work with their learning styles and develop critical thinking skills. Therefore, differentiated instructions by means of differentiated teaching strategies, assessments, and student work output/ products are very essential in their learning process. If the first exposure material is moved out of class, the class activity can then change to group work, role playing, games, and group or class discussion that can concentrate on particular problems or arising from the first exposure material or further depth of the content.

Students will participate in classroom activities such as discussions, skill building activities, enrichment activities, and presentations. In addition, students through these activities are expected to have the opportunity to build their knowledge and skills which empowers students to promote health and wellness.

Assessment

Assessments will be in a form of Diagnostic/ Summative, Formative, and more on the side of Alternative Assessments that is more authentic in evaluation.

Grades will be derived from: Quizzes, Recitation, Group/Individual Projects, Homework, Chapter Tests, and Quarter Exam.

Students will be assessed with class participation, observation, homework, class work, objective quizzes/tests, oral responses, and quarterly exams. The student's final grade will be computed mainly based on three parts: performance tasks (homework and class work), quizzes and quarterly exams. Each part is weighted at one third of the total course grade.

Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period—immediately after a lecture, at the beginning or end of a class, etc. Students absent from class for a test or a quiz must make arrangements to take the quiz or test some other time.

It is very important that you complete the assigned worksheets. Worksheets and test papers will be checked for completeness and returned. The scores will be given. You may keep your worksheets and test papers until the quarterly exam for reviewing.

Materials

We often use a health notebook/ or any materials which could be used to write notes. A copy of handouts. A file folder for Health Worksheets. Some pens, crayons/markers, scissors, glue, tape and double-sided tape, and some poster papers for Health Activities. Pictures, wall posters, short videos and/ or any other media might be used.

Visual Presentations and Documentary Videos/ Films will also be used during lecture for proper understanding of the subject matter/ topic and for additional student resources. I also strongly encourage my students to make an online visit for added resources and activity to www.cdc.com, www.discovery.com, Curiositystream.com

Primary Textbook

PRIMARY TEXTBOOK & OTHER RESOURCES

TEXTBOOK: DECISIONS for HEALTH (Holt, Rhinehart & Winston 2010)

REFERENCES:

Benes, S., Alperin, H., & SHAPE America - Society of Health and Physical Educators. (2021). *The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment* (Second ed.). Human Kinetics, Inc.

ESSENTIAL HEALTH (The Goodheart-Willcox Company, Inc.) 2018

Merki and Merki. *Health, A Guide to Wellness 4th Edition*. Glencoe Division of Macmillan/McGraw School Publishing Company. 1997.

Meeks and Heit. *Health and Wellness*. Glencoe/McGraw-Hill Companies, Inc. 2003

Technology Resources – Videos/ Visual and Reading Aid Transparencies and Internet Resources

Visual and Reading Resources and Video/ Films will also be used during class activities for proper understanding of the subject matter/ topic and for additional student resources. I also strongly encourage my students to make an online visit for added resources and activity to www.cdc.com, www.discovery.com, Curiositystream.com

Some website links that is related to some topics:

http://www.coolnurse.com/puberty_stages.htm

<http://health.discovery.com/centers/teen/puberty>

ADDITIONAL INFORMATION:

1. Please see Google Classroom for more information.

There will be NO Homework to be given during the weekend except during major exams or quizzes. It is to give them a chance to spend quality time with their family.

2. The Project D (Detention) significantly affects the Department Grade of students.

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism will result in an automatic zero on the entire assignment

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

Course Planner

The following tables represent the topics covered in this course.

FIRST QUARTER COURSE OBJECTIVES

CONSUMER HEALTH
<ul style="list-style-type: none">• List and discuss questions that can be used to evaluate sources of health information• List and discuss the Rights of a Consumer• Discuss the reasons why the advertising industry is a big business• Enumerate and discuss the ten advertising appeals• List and discuss federal government agencies that play a role in consumer protection

- Outline ten actions a consumer can take when his/her rights have been violated
- Explain how advertising affects our buying power.
- List down ways on how to evaluate ADS and consumer products/ services.
- Explain and Identify the Ad Appeals.
- List down things to remember on how to evaluate an AD.
- Identify what is a Fraud.
- List down ways on how to prevent ourselves from becoming a victim of fraud.
- Describe the best way to do when we become victims of fraud and how/where and when to ask and seek advice.
- Apply learned skills, knowledge, and understanding throughout life.
- Identify the nine life skills that can improve your life and health
- Describe how practicing life skills can help him/her master them
- Explain how he/she can progress in learning the life skills
- Assess his/her progress in learning life skills,
- Describe why life skills should be a part of his/her daily life.
- List the 6 steps to making good decisions
- Describe how his/her values influence your decisions
- Explain the importance of looking at the benefits and risk of his/her options
- Explain why he/she should evaluate his/her decisions

FIRST QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<p>Week 1 Aug 10th to 11th <u>Only 2 School Days</u> <i>10 ~ First Day / Orientation Day</i></p>	<p style="text-align: center;">Week 1</p> <p>I. Class Orientation</p> <p>a. Getting Know</p> <p>b. Class Rules</p> <p>i. Attendance & Tardiness</p> <p>ii. Submission of Work</p> <p>iii. Portfolio</p> <p>iv. Disciplinary Actions</p> <p>c. Grading System</p> <p>II. Lecture # 1 – What is Consumer Health?</p> <p>a. Definition of Terms</p> <p>b. Benefits of Being Wise Health Consumer</p> <p>c. Rights as a Consumer</p> <p>III. Assignment - Study for Quiz # 1</p>
<p>Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i></p>	<p style="text-align: center;">Week 2</p> <p>I. Quiz #1 on Lecture # 1</p> <p>II. Lecture # 2 – Health Information Sources</p> <p>a. Different health sources</p> <p>b. Checking the reliability of Health Information</p> <p>c. Health Frauds</p> <p>III. Assignment - Bring a health-information brochure to class next week</p>
<p>Week 3 Aug 21st to 25th</p>	<p style="text-align: center;">Week 3</p> <p>I. Review: Lecture # 2</p> <p>II. Seatwork- Swinging at Sources</p> <p>III. Lecture # 3 – Health Fraud</p> <p>a. Questions to uncover health frauds</p> <p>b. Steps to take before buying a product</p>

	IV. Assignment – Study for Quiz # 2 on Lectures 2 & 3
Week 4 Aug 28th to Sep 1st	Week 4 I. Quiz # 2 on Lectures 2 & 3 II. Lecture # 4 - What to know about Advertisements a. How to evaluate ads b. Ten advertising appeals III. Seatwork – Reveal the Appeal
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	Week 5 Reinforcement Group Work – Understanding and Analyzing different ads
Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i>	Week 6 I. Lecture # 5 – Consumer Protection a. Government Agencies b. Private Organizations c. What to do if your consumer rights are violated II. Seatwork – Who are you going to call? III. Assignment – Study for Quiz # 3 on Lectures 4
Week 7 Sep 18th to 22nd	Week 7 I. Quiz # 3 on Lectures 4 II. Review – Lecture # 5 III. Seatwork – Writing an effective Letter of Complaint
Week 8 Sep 25th to 29th No Classes <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	Week 8 First Quarter Examination and Checking of Portfolio
Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i>	Quarter Exam Major Subject

SECOND QUARTER COURSE OBJECTIVES

HUMAN SEXUALITY - COPING WITH CHANGES DURING PUBERTY

- Identify the parts of the Endocrine System.
- Identify three ways to keep the endocrine system healthy.
- Discuss the physical and emotional changes females and males experience during puberty.
- Identify the parts of the male and the reproductive system
- Describe how sperm are made/ describe how egg cells are made
- List 7 problems of the male reproductive system
- Explain 4 ways to protect the male and female reproductive system
- Identify and list down the functions and parts of the Endocrine System.
- Identify three ways to keep the endocrine system healthy.
- Discuss the physical and emotional changes females and males experience during puberty.
- Name and give the function of the organs in the female and male reproductive system.
- Discuss information pertaining to female reproductive health (which includes the menstrual flow; menstrual cramps; toxic shock syndrome; missed menstrual period; pelvic examination and breast self-examination) and male reproductive health (which includes

circumcision, inguinal hernia, mumps, digital rectal examination and testicular self-examination)

- Identify ways females can protect their reproductive health.
- Identify ways males can protect their reproductive health.
- Extend Chapter Concepts.
- Summarize and Assess Chapter objectives.

SECOND QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (10) Oct 9th to 13th 3 Days of Class <i>9-10 – Double 10 Holiday</i>	Week 1 Topic Introduction: Physical and Emotional Changes I have NOW as compared when I was 9 years old. On a piece of paper, write down the physical and emotional changes that they are undergoing as slowly they are becoming teenagers; Compare your emotions now with your emotions when you were 9 years of age. (not less than 200 words) Lecture # 1 - The Endocrine System - The Glands - The Hormones
Week 2 (11) Oct 16th to 20th	Week 2 Lecture # 2 – 1. What to know about Puberty in Males 2. Male Reproductive System – Parts and Functions 3. How to Protect and Care for the Male Reproductive System Female Q and A WORKSHEET (Males)
Week 3 (12) Oct 23rd to 27th	Week 3 Lecture # 3 – 1. What to know about Puberty in Females 2. Female Reproductive System – Parts and Functions 3. How to Protect and Care for the Female Reproductive System Male Q and A WORKSHEET (Females) Assignment: Prepare Quiz next week
Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i>	Week 4 Quiz No. 1 Lecture # 4 Checking on Hygiene Practices 1. Menstrual Period 2. Shaving Do's and Don'ts 3. Facts and Fiction about ACNE Life Skill Practice: Demonstration
Week 5 (14) Nov 6th to 10th	Week 5 Lecture # 5 How Puberty Affects YOU PHYSICALLY.
Week 6 (15) Nov 13th to 17th	Week 6 Lecture # 7 How Puberty Affects You EMOTIONALLY. HOMEWORK: WORKSHEET
Week 7 (16) Nov 20th to 24th	Week 7 Lecture # 8 STAGES OF PREGANCY/ The Miracle of Life HOMEWORK: Prepare for Quiz Next Week
Week 8 (17) Nov 27th to Dec 1st	Week 8 QUIZ and REVIEW
Week 9 (18) Dec 4th to 8th <i>8 - Foundation Day Celebrations</i>	Quarter Exam for Minor Subjects

Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> <i>14-15 ~ Q2 Exams</i>	2nd Quarter Exam Major Subjects
Dec 18th to Jan 1st	Christmas Break

THIRD QUARTER COURSE OBJECTIVES

NUTRITION EDUCATION/ WEIGHT MANAGEMENT
<ul style="list-style-type: none"> • Identify the functions and sources of carbohydrates, proteins and fats. • Identify the functions and sources of water, vitamins and minerals. • Identify the recommended number of daily servings for each food group in the MyPlate. • List examples of foods from each of the food groups in the MyPlate. • Explain how to follow a vegetarian diet. • List and describe the Dietary Guidelines • Explain how to use the Dietary Guidelines • Discuss the dietary guidelines to reduce the risk of developing cancer, cardiovascular diseases, diabetes and osteoporosis. • List down one's desirable weight and body composition. • Determine a weight management plan. • Enumerate the 10 healthy ways to lose and gain weight. • Determine the number of calories we use at rest, during digestion and at various activity levels. • Develop a healthy and active lifestyle. • List down symptoms of the various eating disorders. • Enumerate ways of overcoming various eating disorders. • Extend Chapter Concepts. • Summarize and Assess Chapter objectives.

THIRD QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> <i>4 ~ New Year Mass</i>	Week 1 Introduction to the Course Lecture # 1 - Our Body's Need for Food <ul style="list-style-type: none"> • The Physical and Emotional Reasons
Week 2 (21) Jan 8th to 12th	Week 2 Lecture # 2 – Energy-giving Nutrients <ol style="list-style-type: none"> 1. Role of Carbohydrates; Sources of Carbohydrates/ Fiber 2. Fats; Roles of Fats; Sources of Fats; Cholesterol 3. Proteins; Roles of Proteins; Sources of Proteins
Week 3 (22) Jan 15th to 19th	Week 3 QUIZ No. 1 – Previous Lesson

<p>Week 4 (23) Jan 22nd to 26th</p>	<p style="text-align: center;">Week 4</p> <p>Lecture # 3 – Foods that contain other important Nutrients</p> <ul style="list-style-type: none"> • Vitamins; Water-Soluble Vitamins; Fat-Soluble Vitamins • Minerals • Water <p>Assignment; Research about MyPyramid and MyPlate</p>
<p>Week 5 (24) Jan 29th to Feb 2nd</p>	<p style="text-align: center;">Week 5</p> <p>QUIZ No. 2 INTRODUCTION TO MY PLATE</p>
<p>Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i></p>	<p style="text-align: center;">Week 6</p> <p>Lecture 4 – WEIGHT MANAGEMENT/ HEALTHY EATING</p>
<p>Feb 8th to 16th</p>	<p style="text-align: center;">CHINESE NEW YEAR HOLIDAY</p>
<p>Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p style="text-align: center;">Week 7</p> <p>Lecture 5 – EATING DISORDERS Part 1</p>
<p>Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> <i>28 ~ 228 Memorial Day Holiday</i></p>	<p style="text-align: center;">Week 8</p> <p>Lecture 6 – EATING DISORDERS Part 2 QUIZ No. 3</p>
<p>Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 ~ Q3 Exams</i></p>	<p style="text-align: center;">Week 9</p> <p>Project Based Assessment 3 QUARTER EXAMINATIONS for MINORS and CHECKING OF PORTFOLIO</p>

FOURTH QUARTER COURSE OBJECTIVES

MENTAL HEALTH
<ul style="list-style-type: none"> • Assess and classify the characteristics of a mentally healthy person. • List qualities that can lead to positive emotions and genuine happiness. • Apply and list ways to manage negative emotions. • Describe the purpose of defense mechanisms and how they can be helpful. • Define your self-concept and self-ideal. • Relate Maslow’s hierarchy of needs to self-esteem and self-ideals. • Describe the differences among eating, organic, personality, somatoform, mood and dissociative disorders. • Describe the signs of mental and emotional health problems. • Appraise and list community resources that help with mental and emotional problems. • Differentiate among types of treatment for mental and emotional problems. • Extend Chapter Concepts. • Summarize and Assess Chapter objectives.

FOURTH QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<p style="text-align: center;">Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p>	<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> • Lecture # 1 – Understanding Mental Health and Emotions ❖ Emotions are normal ❖ Expressing Emotions ❖ Kinds of Emotions <p>Assignment: Life Skills: Managing Fears How do you manage your fears? Make a Reflection with the above as your title. Not less than 100 words</p>
<p style="text-align: center;">Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p>	<p style="text-align: center;">Week 2</p> <ul style="list-style-type: none"> • Lecture # 2 - Continuation: Kinds of Emotions/ Managing Shyness/ Improving Self-Esteem <p>Assignment: Prepare for Quiz 1</p>
<p style="text-align: center;">March 25th to Apr 5th</p>	<p style="text-align: center;">SPRING/ LENTEN BREAK</p>
<p style="text-align: center;">Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i></p>	<p style="text-align: center;">Week 3</p> <ul style="list-style-type: none"> • Lecture #3 – Defense Mechanisms and Positive Strategies. ❖ Promoting Positive Mental and Emotional Health ❖ Common Defense Mechanisms ❖ Maslow's Hierarchy of Needs <p>Assignment: Watch the VIDEO HELPER; make a reflection about the movie, and state some of the defense mechanisms use by the characters of the movie. (A4, not less than 30 sentences)</p>
<p style="text-align: center;">Week 4 (33) Apr 15th to 19th</p>	<p style="text-align: center;">Week 4</p> <ul style="list-style-type: none"> • Lecture # 4 – Types of Mental and Emotional Disorders. ❖ Organic Disorders ❖ Eating Disorders ❖ Anxiety Disorders ❖ Dissociative Disorders ❖ Mood Disorders ❖ Personality Disorders ❖ Somatoform Disorders ❖ Schizophrenia
<p style="text-align: center;">Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i></p>	<p style="text-align: center;">Week 5</p> <p>Activity – Role Playing/ Types of Mental and Emotional Disorders.</p> <p>I. Lecture # 5 – Seeking Help</p> <ul style="list-style-type: none"> ❖ When to seek help for mental and emotional health problems. ❖ Mental and Emotional Health Services. ❖ Mental and Emotional Health Therapies <p>Assignment: Prepare for Quiz 2</p>
<p style="text-align: center;">Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Week 6</p> <p>QUIZ No. 2</p>
<p style="text-align: center;">Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Week 7</p> <p>Project Based Assessment Presentation: Act It Out/ Role Play/ Music Video about Mental Disorders Review Activity</p>
<p style="text-align: center;">Week 8 (37) May 13th to 17th 2 Days of Class <i>15-16 ~ Q4 Exams</i></p>	<p>Week 8</p> <p>Project Based Assessment Presentation: Act It Out/ Role Play/ Music Video about Mental Disorders</p>

<p><i>17 ~ Record Day</i></p>	<p>Review Activity Quarter Exams</p>
<p>Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</p>	<p>-----</p> <p>20-24 ~ Student Clearance Days 21 ~ Baccalaureate Mass for Graduating classes 22 & 23 ~ Middle & High School Sports Day 23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion 24 ~ Gr. 6 - 7 Recognition and Gr. 8 Graduation 24 ~ Lower School Sports Day</p>
<p>Week 10 (39) May 27th to 31st <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</p>	<p>-----</p> <p>27 ~ House Culminating Activity 28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation 29 ~ Class Party 30 ~ Last Day of School & Report Card Distribution (half day) 31 ~ Teachers/Staff Meeting</p>