



Dominican International School

HEALTH 8

COURSE SYLLABUS

GRADE LEVEL: 8

TEACHER: Remedios “Bing” Racadio

SCHOOL YEAR: 2023-24

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Course Description

At the eighth grade level, the Health Course will prepare students for a successful transition to high school with topics on handling and resisting gateway drugs (nicotine and alcohol) which is covered during the first semester. The second semester is focused on sleep and rest for the third quarter and abuse and violence for the fourth quarter.

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 from Project Based Learning activities.

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 & 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

Holt, Rineheart and Winston. *HOLT Decision for Health*. Holt Rineheart and Winston. 2010

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 – Videotapes/ 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

ADDITIONAL INFORMATION:

1. Please see Google Classroom for more information.
Class codes: Grade 8 St. Catherine = 12pZR4o
Grade 8 St. Agnes = ps6ojlp
2. 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.
3. 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

DANGERS AND RISK OF TOBACCO USE
<ul style="list-style-type: none">• Describe how the environment influences your health• Explain how the media influences your health decisions• Describe immediate and chronic effects of smoke and smokeless tobacco• Describe the effects of environmental tobacco smoke• Explain how tobacco affects social and emotional health• Identify 3 chemicals found in cigarettes• Describe how nicotine from smokeless tobacco enters the bloodstream• Describe how cancer is related to tobacco use• List 2 respiratory diseases caused by tobacco• Explain how tobacco makes the heart work harder• List 4 smoke tobacco products besides cigarettes• Explain why nicotine is addictive• Explain how someone can form a tolerance to nicotine• Describe the different kinds of dependence• Explain how individual differences affect addiction• Explain how tobacco-free nicotine products help people quit smoking• Describe how peers can influence tobacco use• Explain how family and role models can influence people to use tobacco• Discuss how advertising can influence tobacco use.• Discuss drug dependence, including physical dependence and psychological dependence• Outline the five stages of drug use that can progress to drug dependence.• Discuss the harmful effects of nicotine and other chemicals found in tobacco products.• Explain how smoking, breathing secondhand smoke and using smokeless tobacco harm health• Discuss ways tobacco companies try to get teens and young children to use tobacco products.• Extend Chapter Concepts.• Summarize and Assess Chapter objectives.

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 a. Getting Know b. Class Rules i. Attendance & Tardiness ii. Submission of Work iii. Portfolio iv. Disciplinary Actions c. Grading System</p> <p>II. Lecture # 1 – What to know about Drug Dependence? a. Physical Dependence b. Psychological Dependence</p>
<p>Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i></p>	<p style="text-align: center;">Week 2</p> <p>I. Lecture # 2 – Progression to Drug Dependency II. Seatwork – Progressing to Drug Dependency III. Assignment – Study for Quiz # 1 on Lecture #1 and #2</p>
<p>Week 3 Aug 21st to 25th</p>	<p style="text-align: center;">Week 3</p> <p>I. Quiz # 1 II. Lecture # 3 – What to Know About Nicotine a. What is Nicotine? b. Tobacco products that contain nicotine c. Nicotine dependence d. Why experimenting with tobacco is risky III. Assignment – bring individual face mask</p>
<p>Week 4 Aug 28th to Sep 1st</p>	<p style="text-align: center;">Week 4</p> <p>I. Lecture #4 – Immediate effects of smoking tobacco II. Group work – Experiment III. Assignment - Collect pictures that illustrate the effects of tobacco in our body.</p>
<p>Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i></p>	<p style="text-align: center;">Week 5</p> <p>I. Group work – Poster-Making Topic: Dangers of Tobacco Consumption II. Presentation of Group Work III. Lecture # 5 – (assimilation of information from the group work) Long-Term Effects of Tobacco Consumption IV. Assignment – Study for Quiz #2 on Lectures #4 & #5</p>
<p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p style="text-align: center;">Week 6</p> <p>I. Quiz # 2 II. Lecture # 6 – How Breathing Secondhand Smoke Harms Health III. Game – Charades: Guess the chemicals found in cigarettes IV. Assignment – Study for Quiz # 3 on Lecture # 6</p>
<p>Week 7 Sep 18th to 22nd</p>	<p style="text-align: center;">Week 7</p> <p>I. Lecture # 7 – How Tobacco Companies influence teens to use Tobacco II. Worksheet – Decode the Message III. Quiz # 3</p>
<p>Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i></p>	<p style="text-align: center;">Week 8</p> <p>First Quarter Examination and Checking of Portfolio</p>
<p>Week 9 Oct 2nd to 6th</p>	<p style="text-align: center;">Quarter Exam Major Subject</p>

3 Days of Class
5-6 ~Q1 Exams

SECOND QUARTER COURSE OBJECTIVES

DANGERS AND RISK OF ALCOHOL USE

- Identify 3 chemicals found in alcohol
- Describe how alcohol enters the bloodstream
- List 6 types of alcohol
- Identify 2 long-term effects of drinking alcohol.
- Explain why it is dangerous for pregnant women to drink alcohol
- Discuss the different types of alcoholic drinks and their respective alcohol percentage.
- Discuss BAC and the effects of alcohol on the different body systems.
- Explain how drinking affects thinking and decision-making.
- Explain how drinking increases the risk of violence and illegal behavior.
- Discuss alcoholism: cause, health problems, effect of others, treatment
- Outline eight resistance skills that can be used to resist pressure to drink alcohol
- Compare physical dependence and psychological dependence
- Describe how alcoholism can affect a person's social, mental and emotional health
- Identify 3 factors that contribute to alcoholism
- Describe how a person can overcome alcoholism
- Describe how personal health goals can vary with changing abilities, priorities, and responsibilities
- 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 Lecture # 1 - Introduction to Alcohol <ol style="list-style-type: none"> 1. Key Terms 2. Your 5 questions about Alcohol 3. Video

<p>Week 2 (11) Oct 16th to 20th</p>	<p style="text-align: center;">Week 2</p> <p>Lecture # 2 – 1. What is Alcohol? What is Proof? What is BAC? 1. How alcohol enters the body? 2. How alcohol leaves the body? 2. Factors that affect BAC? Assignment: Quiz # 1 on Lecture # 1 and # 2</p>
<p>Week 3 (12) Oct 23rd to 27th</p>	<p style="text-align: center;">Week 3</p> <p>Quiz 1 Lecture # 3 – How alcohol affect the body as BAC increases VIDEO Watch: The Makings of Hangover Assignment: Video Worksheet</p>
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p style="text-align: center;">Week 4</p> <p>Lecture # 4 - How Drinking Increases the risk of Violence and Illegal Behavior Activity</p> <ol style="list-style-type: none"> 1. Listen to Simple Plans' song "Untitled" 2. Visit www.madd.org 3. Answer WORKSHEET
<p>Week 5 (14) Nov 6th to 10th</p>	<p style="text-align: center;">Week 5</p> <p>Lecture # 5 What to Know about Alcoholism? Stages that lead to Alcoholism Long terms physical effects of alcoholism Assignment: Prepare for Quiz # 2 Next week on Lecture # 3-5</p>
<p>Week 6 (15) Nov 13th to 17th</p>	<p style="text-align: center;">Week 6</p> <p>Quiz 2 Lecture 6: Codependency: What is it? WORKSHEET</p>
<p>Week 7 (16) Nov 20th to 24th</p>	<p style="text-align: center;">Week 7</p> <p>Lecture # 7 How to resist Peer Pressure Party Pointers Life Skill Practice Assignment: Prepare for Quiz # 3 Next week on Lecture # 6-7</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p style="text-align: center;">Week 8</p> <p>Quiz 3 Review</p>
<p>Week 9 (18) Dec 4th to 8th <i>8 - Foundation Day Celebrations</i></p>	<p style="text-align: center;">Week 9</p> <p style="text-align: center;">2ND Quarter Minor Subjects Examination and Checking of Portfolio</p>
<p>Week 10 (19) Dec 11th to 15th 3 Days of Class <i>14-15 ~ Q2 Exams</i></p>	<p style="text-align: center;">2nd Quarter Exam Major Subjects</p>
<p>Dec 18th to Jan 1st</p>	<p style="text-align: center;">CHRISTMAS BREAK</p>

THIRD QUARTER COURSE OBJECTIVES

SLEEP AND REST

- Explain the importance of sleep and rest.
- Explain the effects of Circadian Rhythm with the SLEEP-AWAKE Cycle.
- Differentiate how the body react to environmental stimuli when they are asleep.
- Identify the physiological and biological changes that occur in and outside our body during the different stages of sleep.
- Create a list that promote sleep.
- Create the disadvantages of under-sleeping and oversleeping.
- Apply their learned knowledge and assess themselves regarding the after-effect of under-sleeping.
- Apply learned knowledge and skill on how to maintain a restful sleep.
- Explain the importance of power napping.
- Apply the value and importance of power napping.
- List and identify the different sleep disorders and how to help people on how to deal with it.
- Apply learned knowledge and skills regarding signs and symptoms and early detection of sleep disorders to promote health prevention.
- Explain and discuss how to promote a restful sleep.
- Create a healthy program that provides ample and optimum sleep and rest.
- 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>	<p style="text-align: center;">Week 1</p> Lecture # 1 – Rest and Sleep <ul style="list-style-type: none"> • What happened to our body and how it reacts to stimuli during sleep and at rest? • Biological Clock Assignment: Research on Stages of Sleep Cycle
Week 2 (21) Jan 8th to 12th	<p style="text-align: center;">Week 2</p> Activity: Students will try to sleep for a time period of 30 minutes and try to see if they have had a restful sleep. Assignment: Sleep and Rest Health Contract/ Activity Worksheet
Week 3 (22) Jan 15th to 19th	<p style="text-align: center;">Week 3</p> Quiz # 1 on Lectures 1 Hand in Homework Lecture # 2 – POWERNAPS/ Sleep Cycle/ 5 Stages of Sleep Activity Worksheets
Week 4 (23) Jan 22nd to 26th	<p style="text-align: center;">Weeks 4</p> Quiz No. 2 on Lecture 2 Hand in Activity Worksheets Lecture # 3 – Sleep Disorders <ul style="list-style-type: none"> • What sleep apnea, snoring, narcolepsy, sleep talking, somnambulism.

	<ul style="list-style-type: none"> What is the difference between a restless leg syndrome and leg cramps? <p>Assignment: Interview members of the family regarding their sleeping behavior and try to figure out what type of sleeping disorder is common within your household.</p>
<p>Week 5 (24) Jan 29th to Feb 2nd</p>	<p>Weeks 5</p> <p>Hand in Homework Discuss Homework: Ask someone to share their findings. Video: Sleep and Rest Health Video HOMEWORK: Reflection about the Video</p>
<p>Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i></p>	<p>Week 6</p> <p>Hand in Homework: Some short activity about homework Lecture No. 4: Sleep Hygiene Activity Worksheets</p>
<p>Feb 8th to 16th</p>	<p>CHINESE NEW YEAR</p>
<p>Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p>Week 7</p> <p>How to Promote Sleep and Management for Sleeping Problems? Quiz</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>Week 8</p> <p>Project Based Assessment</p>
<p>Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 ~ Q3 Exams</i></p>	<p>Week 9</p> <p>3 QUARTER EXAMINATIONS for MINORS and CHECKING OF PORTFOLIO</p>

FOURTH QUARTER COURSE OBJECTIVES

ABUSE AND VIOLENCE
<ul style="list-style-type: none"> Compare and contrast abuse and violence. Analyze situations and circumstances that risk someone to be victims of abuse and violence. Enumerate and identify the predisposing factors that cause someone to become perpetrators and victims of abuse and violence. Describe the prevalence and cost of violence among youth. Explain the relationship between violence and compromised academic performance. Identify factors that influence violence. Summarize developmentally appropriate violence prevention concepts and skills for K-8 students in context of the National Health Education Standards and target healthy behavior outcomes. Demonstrate developmentally appropriate learning strategies and assessment techniques that incorporate concepts and skills that have been shown to prevent violence among youth.

- Identify effective, evaluated violence prevention curricula.
- Identify websites, print resources, and children’s literature that can be used in cross-curricular instructional activities promoting violence prevention.
- Appraise and promote health skills in making responsible decisions that promotes safety and security.
- Evaluate the impact that abuse and violence has in a family and in a society.
- 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.)
Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Week 1 Lecture # 1 - ABUSE and VIOLENCE.
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	Week 2 Lecture 2: NEGLECT as a form of VIOLENCE
March 25th to Apr 5th	SPRING/ LENTEN BREAK
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Week 3 Lecture # 3 - Neglect Video Helper Watch Q and A Reflective Worksheet
Week 4 (33) Apr 15th to 19th	Week 4 Quiz Different Causes and Types of Abuse and Violence Management and Treatment
Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i>	Week 5 Project Based Assessment Presentation
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>	Week 6 Graduating Students QE
Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i>	Week 7 Minor Subject Quarter Exam

<i>4/29 – 5/10 ~ AP Exams</i>	
Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	Week 8 4th Quarter Examination and Checking of Portfolio
Week 9 (38) May 20th to 24th <u>ACTIVITIES: Double check the school calendar and emails from the administration.</u>	<hr style="border-top: 1px dashed black;"/> <i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i>
Week 10 (39) May 27th to 31st <u>ACTIVITIES: Double check the school calendar and emails from the administration.</u>	<hr style="border-top: 1px dashed black;"/> <i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i>