

Coach Stiteler

Classroom Policies and Grading Guidelines

Objective: The goal for this class is for you to utilize adaptive diagnostic assessments paired with individualized learning paths to promote academic growth.

General Information:

1. You are required to bring the following materials to class each day:
 - Computer
 - Pencil with eraser
 - Book to read/work from another class

2. **Classroom expectations:**

Come to class prepared:

- Bring all materials to class

Be Respectful:

- Respect yourself and others
- The bell does not dismiss you nor the expiration of time. I do.
- Raise your hand to be recognized. No talking unless called upon
- Be Kind

Be Accountable

- No distractive/disruptive behavior
- Be on time and in your seat
- Follow directions
- Stay on task and complete all assignments
- Follow all Sabinal ISD rules

3. **Absences and make-up work:**

- It is your responsibility to obtain absentee/make-up work. You will have extra days to complete your assignments for each day you are absent.

4. Grade Distribution:

Participation/Exact Path/ST Math/Reading Plus Completion: **80%**

Exact Path Grade/Goals Met: 20%

Exact Path Grading Rubric

Daily Grades / Test/Quiz Grades

*Daily Grades will consist of minutes earned per week, and number of trophies earned per week in Exact Path

*Minutes are earned by completing lessons not by opening the program and staring at the screen.

*Test grades will be given at the end of the three week grading period and at the end of the 6 week grading period. Test grades will be based on the number of trophies earned.

Minutes Per Week:

60 Minutes Math

60 Minutes Reading/ELA

120 + = 100

110 - 119 = 95

100 - 109 = 90

90 - 99 = 85

80 - 89 = 80

70 - 79 = 75

60 - 69 = 70

***Anything Below 60 Minutes is a 50**

Trophies Earned Per Week:

*It is expected that you earn 2 trophies per week in any subject.

*It is expected that you earn 6 trophies at the 3 week progress check and 12 trophies by the end of the 6 weeks.

*Test grades will be based on the number of trophies earned at the end of the three week grading period, and at the end of the six week grading period.

Trophies Per week: Daily Grade

0 Trophies = Based on the number of minutes put in but will not be higher than a 90.

1 Trophy = 95

2 Trophies = 100

Trophies Per 3 Week Period: Test Grade

0 = 50

1 = 60

2 = 70

3 = 80

4 = 90

5 = 95

6 = 100

Trophies Per 6 Week Period : Test Grade

0 - 5 = 50

6 = 70

7 = 75

8 = 80

9 = 85

10 = 90

11 = 95

12 = 100

Contact Information: Please call to schedule an appointment.

Sabinal ISD: 830-988-2475 Email: hstiteler@sabinalisd.net

Student Signature _____

Parent Signature _____

Parent Phone Contact _____

Parent Email _____

Health

Course Overview

Everyone needs to take care of their body, but we aren't necessarily born with the knowledge of how to go about it. It's important to invest time and energy into understanding what it means to be healthy. There are many activities you can engage in which are dangerous for your long-term health, so you need to know how to identify and avoid these activities. It's also important to identify lifestyles which will lead to a longer, more enjoyable life. This course will guide you through lifestyle choices you will make which will ultimately impact your life in meaningful ways.

Course Goals

By the end of this course, you will be able to do the following:

- Identify characteristics of a healthy diet.
- Describe the relationship between dietary guidelines, foods, and serving sizes.
- Identify the relationship between nutrition and chronic disease.
- Describe the benefits of physical activity.
- Explain the relationship between a sedentary lifestyle and chronic diseases.
- Develop strategies for preventing disease and injury.
- Evaluate the effect that peer pressure has on teenagers.
- Evaluate the physical, emotional, and social benefits of health sexual practices, including abstinence.
- Analyze the harmful effects of using dietary supplements and steroids.
- Describe the benefits of medicines and the risks involved in the misuse of them.
- Identify types of mental and emotional health issues.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

Health is a 0.5-credit course.

Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Personal Health, Nutrition, and Fitness

Summary

In this unit, you will learn about the important role that you play in maintaining your health. You will understand how diet and exercise and the choices that you make have a significant impact on your health and well-being.

| Day | Activity / Objective | Type |
|----------------|--|--------------------|
| 1 day: 1 | Syllabus and Student Orientation <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i> | Course Orientation |
| 3 days: 2–4 | Your Lifestyle and Your Health <i>Characterize behaviors and lifestyle choices that enhance or hinder your health.</i> | Tutorial |
| 2 days: 5–6 | Your Role in Maintaining Your Health <i>Describe your personal role in maintaining health throughout your life.</i> | Tutorial |
| 3 days: 7–9 | Guidelines for a Healthy Diet <i>Identify characteristics of the MyPlate Food Guidance System.</i> | Tutorial |

| Day | Activity / Objective | Type |
|------------------|--|------------|
| 3 days: 10–12 | Dietary Guidelines and Nutritional Facts <i>Describe the relationship between dietary guidelines, food groups, nutrients, and serving sizes, and interpret nutrition facts labels.</i> | Tutorial |
| 2 days: 13–14 | Nutrition and Chronic Diseases <i>Identify the relationship between nutrition and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</i> | Tutorial |
| 2 days: 15–16 | Individual Caloric and Nutritional Needs <i>Compare and contrast caloric and nutritional needs for people of different genders, activity levels, and stages of life, and describe the effects of too many or too few calories in a diet.</i> | Tutorial |
| 2 days: 17–18 | Benefits of Physical Activity <i>Describe the benefits of physical activity, including strength, endurance, and flexibility exercises.</i> | Tutorial |
| 2 days: 19–20 | Sedentary Lifestyle and Chronic Diseases <i>Explain the relationship between a sedentary lifestyle and chronic diseases such as high cholesterol, high blood pressure, cardiovascular disease, and type 2 diabetes.</i> | Tutorial |
| 1 day: 21 | Posttest—Unit 1 | Assessment |

Unit 2: Preventing Disease and Injury

Summary

In this unit, you will learn about homeostasis. You'll identify various diseases that affect different body systems. You'll learn how the immune system functions. You will learn how to minimize accidents and illnesses which can threaten your health in a variety of situations. You will also learn what to do in an emergency and how to treat certain diseases should you become sick.

| Day | Activity / Objective | Type |
|------------------|--|----------|
| 5 days: 22–26 | Immunity and Preventing <i>Discuss the pathophysiology of disease and the immune response.</i> | Tutorial |
| 3 days: 27–29 | Lifesaving and Emergency Care Procedures <i>Describe procedures for emergency care and lifesaving.</i> | Tutorial |
| 3 days: 30–32 | Strategies for Preventing Accidents <i>Develop a list of accident-prevention strategies for a variety of circumstances, including sports, social events, and motor vehicle-related situations.</i> | Tutorial |

| Day | Activity / Objective | Type |
|--------------|------------------------|------------|
| 1 day: 33 | Posttest—Unit 2 | Assessment |

Unit 3: Growth, Development, and Sexuality

Summary

In this unit, you will learn about human reproduction, growth, and the importance of safe sexual practices which contribute to your physical, emotional, and social well-being. You'll also study some family planning strategies.

| Day | Activity / Objective | Type |
|------------------|--|-----------------|
| 3 days: 34–36 | Human Reproduction and Development <i>Describe the structure, functions, and disorders of the male and female reproductive systems.</i> | Tutorial |
| 3 days: 37–39 | Benefits of Healthy Sexual Practices <i>Evaluate the physical, emotional, and social benefits of healthy sexual practices, including abstinence.</i> | Tutorial |
| 3 days: 40–42 | Peer Pressure and Sexual Activity <i>Evaluate the effect that peer pressure has on teenagers with regard to sexual activity.</i> | Tutorial |
| 3 days: 43–45 | Family Planning Strategies <i>Describe and evaluate family planning strategies.</i> | Tutorial |
| 1 day: 46 | Sexual Mistreatment <i>Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and tracking. Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted, and/or exploited. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors.</i> | Course Activity |
| 1 day: 47 | Posttest—Unit 3 | Assessment |

Unit 4: Substance Abuse

Summary

In this unit, you will study the negative effects that alcohol, tobacco, and other drugs have on your health. You will differentiate between the benefits of medicine and the risks involved in the abuse of legal and illegal drugs. You'll also learn ways to cope with peer pressure and where to go for help with substance abuse.

| Day | Activity / Objective | Type |
|------------------|--|------------|
| 2 days: 48–49 | Health Effects of Using Alcohol, Tobacco, and Other Drugs <i>Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.</i> | Tutorial |
| 2 days: 50–51 | Harmful Effects of Dietary Supplements and Anabolic Steroids <i>Analyze the harmful effects of using dietary supplements and anabolic steroids.</i> | Tutorial |
| 3 days: 52–54 | Effects of Medicines and Illegal Substances <i>Describe the benefits of medicines and the risks involved in the misuse and abuse of legal and illegal drugs.</i> | Tutorial |
| 3 days: 55–57 | Peer Pressure and Substance Abuse <i>Evaluate the effect that peer pressure has on teenagers with regard to substance abuse.</i> | Tutorial |
| 2 days: 58–59 | Sources of Help for Substance Abuse <i>Identify sources of help for substance abuse.</i> | Tutorial |
| 1 day: 60 | Posttest—Unit 4 | Assessment |

Unit 5: Mental Health and Community Health Issues

Summary

In this unit, you will learn how to identify mental and emotional health issues, such as stress and depression, and how you can cope with them. You will also understand your role as a consumer of healthcare products and services in your community. Finally, you'll see ways that the environment influences the health of individuals and society.

| Day | Activity / Objective | Type |
|------------------|--|----------|
| 2 days: 61–62 | Stress and Health <i>Weigh the importance of managing stress to maintain health.</i> | Tutorial |
| 2 days: 63–64 | Depression <i>Outline the definition, causes, and management of depression.</i> | Tutorial |

| Day | Activity / Objective | Type |
|------------------|--|------------|
| 2 days: 65–66 | Mental and Emotional Health Issues <i>Identify types of mental and emotional health issues.</i> | Tutorial |
| 2 days: 67–68 | Maintaining Your Mental and Emotional Health <i>Identify sources of help for mental and emotional health issues, and construct strategies for attaining and maintaining mental and emotional health.</i> | Tutorial |
| 2 days: 69–70 | Strategies for Effective Communication <i>Learn how to build and maintain healthy relationships through communication.</i> | Tutorial |
| 2 days: 71–72 | Public Health Policies <i>Explore how to research, evaluate, and advocate for public health policies that influence good health and disease prevention.</i> | Tutorial |
| 3 days: 73–75 | Judging the Validity of Health Products and Services <i>Critique the validity of products and services that claim to enhance health.</i> | Tutorial |
| 3 days: 76–78 | Healthcare Services <i>Learn about features of the healthcare system and how to access health services in your community.</i> | Tutorial |
| 3 days: 79–81 | Influences of the Environment on Health <i>Assess ways in which the environment influences the health of individuals and the community.</i> | Tutorial |
| 1 day: 82 | Posttest—Unit 5 | Assessment |

Health Course Project

Summary

In this course project, you will take an active role in understanding and minimizing the impact that stress has on your physical, mental, and emotional well-being.

| Day | Activity / Objective | Type |
|------------------|--|-----------------|
| 5 days: 83–87 | Course Project: Stress and Health <i>Weigh the importance of managing stress to maintain health.</i> | Course Activity |
| 1 day: 88 | Semester Review | |
| 2 days: 89–90 | End-of-Semester Test | Assessment |

Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, [review the course map](#).