**Freshman Health**

# **Mr. Crisco**

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Objectives:   
1.  Students will be able to identify risk factors and discuss the consequences of poor choices.   
2.  Students will be able to explain the relationship between current decisions and future wellness.   
3.  Students will be able to identify preventative practices and explain it's importance for improving health.   
4.  Students will identify ways to improve one's self-esteem.   
5.  Students will identify personality traits associated with good mental health.   
6.  Students will describe the link between positive self-esteem and good mental health.   
7.  Students will develop the coping skills for alleviating stress.   
8.  Students will explain the relationship between stress and illness.   
9.  Students will define mental disorder and distinguish between normal and abnormal behaviors.   
10. Students will differentiate between various types of mental disorders.   
11. Students will list common warning signs of suicide.   
12. Students will identify three important issues to consider when thinking about physical intimacy.   
13. Students will differentiate between adolescence and puberty.   
14. Students will state the relationship between the endocrine system and reproduction.   
15. Students will explain how sperm is produced and how they function.   
16. Students will identify the structure of the female reproductive system.   
17. Students will explain the series of events that lead to pregnancy and the female menstrual cycle.   
18. Students will identify the three stages of birth.   
19. Students will identify and discuss their responsibilities to themselves, their family, their friends, and their community.   
20. Students will associate food with energy.   
21. Students will identify the six classes of nutrients and their functions.   
22. Students will name types of foods that are good sources of each of the six classes of nutrients.   
23. Students will prepare a low calorie, balanced meal.   
24. Students will describe risk factors for cardiovascular disorders.   
25. Students will identify the five health-related fitness components.   
26. Students will write a three segmented fitness plan with exercises related to each health-related fitness component.   
27. Students will be able to accurately write a fitness goal related to their individual level of fitness.   
28. Students will be able to incorporate the FIT principle into a given workout.   
29. Students will be able to differentiate between an aerobic and an anaerobic workout.   
30. Students will identify factors that affect the quality of sleep.   
31. Students will be able to list the legal risks associated with buying, selling, and using alcohol.   
32. Students will describe how alcohol enters the bloodstream and list its immediate and long term physical effects.   
33.  Students will define alcoholism and describe the progressive stages of alcoholism.   
34.  Students will practice refusal skills related to peer pressure situations.   
35.  Students will understand the dangers of tobacco use.   
36.  Students will explain the difference between legal and illegal drugs.   
37.  Students will explain the dangers of drug dependence and drug abuse.   
38.  Students will identify behaviors that may prevent the spread of STD's.   
39.  Students will identify myths related to STD's.   
40.  Students will differentiate between infectious and noninfectious disease.

**Grading, Expectations, and Procedures**

Grading

-everything will be graded by accumulation of points(approximately 900 pts/quarter)

-tests will be worth 100/200 points

-quizzes will be worth 10 points each

-homework will vary depending on the number of questions

-projects will be worth varying point totals

-bellwork assignments are worth 5-10 points each

-study guides that are completely finished for each chapter will receive 5 points for each chapter, 10 points for each unit. **You will not be able to take the chapter/unit test unless the study guide is completed. If the study guide is not completed or you are missing it the day of the test, both the study guide and test will be counted late and entered as a zero until made up (at which time it will be docked 25%). Of course, I understand that from time to time someone may forget their study guide. I will allow one exempt from this policy for the year (no grade dock).**

Do not expect to come to class with a blank study guide to fill out the day before a test.

-**Extra credit is available**. On my school website, there are online quizzes that can be taken and submitted via email to me. These can be taken as many times as you like before you submit them. Once submitted, you can no longer take that chapter quiz. **The quizzes that can be taken must be those that we have discussed during that quarter grading period.** These are worth up to 5 points each (½ point for each correct answer). **After 2 late/missing assignments, extra credit will not be accepted.**

My Expectations

1. Bring appropriate materials to class.(Repeated violations will likely result in time spent with me after-school).
2. Take part in class activities.
3. Respect everything around you.
4. Be on time, more than 1 tardy will result in a detention as per the handbook
5. If you have a planned absence; vacation, field trip, etc. you need to get assignments **before** you leave. They will be due when you return.
6. Turn work in promptly when called for and on the day it is due. Work turned in late on the same day as it’s due = 25% dock. Work turned in the next day = 50% dock.
7. After 5 assigned ACS’s, you will be assigned academic detention to complete work on your time
8. No candy, soda, or food.

Class Procedures

1. When you enter the classroom, get to work on the bellwork assignment. Pay attention to the first table inside the door for this.
2. No outside the room “whole class” breaks. I will sign a pass (planner)for you individually.
3. You will receive a chapter study guide at the beginning of each chapter/unit. (1st table inside the door)
4. The bell does not dismiss the class, I do.

Please sign, stating that you have read my class syllabus/and rules/expectations and have your son/daughter

return THIS sheet (the rest is yours to keep) to Mr. Crisco by August 31st. This is an assignment. To make

you aware now, at the conclusion of the reproduction/pregnancy and birth unit, we will view Life’s Greatest

Miracle. This PBS documentary follows an expectant couple through the birth of their child. It is a bit graphic,

as it shows the birth of the child, but has served as an excellent tool in the past. There will be an assignment

attached to this viewing. If you do not want your son to view this, I will assign an alternative assignment.

As mandated by the state, we will also be discussing birth control methods at the conclusion of the

STD/AIDS chapter. If you have any questions or concerns, feel free to contact me at

bcrisco@elmwood322.com

Mr. Crisco

Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name (please print)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_