*Grady High School*

Fall 2019 COURSE SYLLABUS

**General Health**

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| Teacher: **Weeden** | Phone Number: **404-802-3001** |
| Room Number: **Performance Main Gym** | Email: **bhweeden*@*atlanta.k12.ga.us** |
| Semester: **Fall 2019** | Tutorial Days: **Wednesdays/Thursday**  |
| Textbook: **Prentice Hall**  **Health Textbook** | Tutorial Hours: **7:45am-8:25am/3:45pm-4:15pm**  |
|  | Tutorial Location: **Office (Main Gym)** |

**Course Description:**

The National and Georgia Standards for Health Education are designed to incorporate into a curricula the following six priority adolescent risk behaviors identified by the U.S. Centers for Disease Control and Prevention: Alcohol and other Drug Use, Injury and Violence (including Suicide), Tobacco Use, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior. The standards also are designed to encompass a wide range of the following common content areas: Community Health, Consumer Health, Environmental Health, Family Life, Mental/Emotional Health, Injury Prevention/Safety, Nutrition, Personal Health, Prevention/Control of Disease, and Substance Use/Abuse.

**Course Content Standard** - (www.georgiastandards.org):

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

**Course Outline**:

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| Week 1: | Introductions, Ice Breakers, Intro to Health & Best Practices |
| Week 2-4: | Mental & Emotional Health |
| Week 5: | Skeletal System |
| Week 6: | Muscular System |
| Week 7-8: | Nervous System |
| Week 9-10: | Cardiovascular & CPR |
| Week 11-12: | Digestive System |
| Week 13-15: | Reproductive System (FLASH) |
| Week 16: | ADAP  |
| Week 17: | Alcohol & Drugs |
| Week 18: | Final Projects, Presentation, Final Exam |

**Evaluation and Grading:**

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| Summative Assessments: including common assessments                                1. major assignments/ Friday Oral Presentation
2. midterm
3. unit tests
4. research papers/essays
 | 45% |
| Formative Assessments                                  1. Daily participation & class work
2. Quizzes
3. Projects
4. Homework
 | 45% |
| Final (Project) | 10% |

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| **Grading Scale** |
| 100-90 | **A** |
| 89-80 | **B** |
| 79-70 | **C** |
| 69-0 | **F** |
| Not Evaluated | **NE** |

\*=100 + = 85 < = 75 - = 50 0 = 0 |
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# **Campus Portal for Parents and Guardians:** Visit - ***https://ic.apsk12.org/portal*** to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

# **Required Materials:**

Each student will be required to have a **Health Portfolio.** Health portfolio must be **Paper or plastic**

**folder** must have **3-pronges**, with **pockets** and **3 dividers** (no Binder accepted) -**Divider 1;** Titled

Objective/ Sponge activities (25-30 sheet of blank writing paper behind tab) – **Divider 2;** Class Notes

(50 sheets of blank writing paper behind tab) **- Divider 3:** Class handouts/ Test.

\*\* NO BINDERS ALLOWED

**Divider 1: “**Objective & Inquiry Question

**Divider 2:** “Class Notes”

**Divider 3: “**Class handouts/Test & Quizzes”

## Classroom Expectations:

I follow all APS and Grady High School rules and policies as noted in your student hand-book.

* Electronic devises are prohibited and will be confiscated and disciplinary consequences follow the APS board policy … Consider this your first and only warning.
* Respect others (be polite, don’t talk over others, no put downs)
* Keep the room clean and respect the environment and materials
* Follow directions the first time they are given
* Be prepared (bring all materials to class, complete assignments, study for test/quizzes)
* No food or drinks (water is okay)
* No other teacher can grant permission to miss my class without prior notification. This is considered skipping and will result in a discipline referral.

*Examples: Missing class to do work in the Media Center, Southerner, or practicing for recitals aren’t valid reasons to be absent*

* Be present and engage in the lesson

**LATE ASSIGNMENTS:**It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment.  ***All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.***

**MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods.  The deadlines for missing assignments are as follows:

* Midterm is October 11th. Deadline September 30th (for assignments from August 12th -September 27th)
* End of Semester is December 20th. Deadline is December 9th –(for assignments from September 30th-December 6th)

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.*

***Late assignments will be assessed a 20% penalty.***

**MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on assessments only.  There will be only **one** reassessment opportunity on assessments.  This reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score.  Reassessment can occur during the class period, tutorials, and/or lunch-and-learn sessions (at the teacher’s discretion).

* + If the students has not demonstrated mastery of the content during the reassessment opportunity, the student will be assigned Edgenuity.
	+ Reassessment opportunities are available for all students on formative assessments/quizzes only due to College Board requirements. There will be only **one** reassessment opportunity on assessments.

**School-wide Expectations**:

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. The Common Core Standards for high school students emphasize writing in all subject areas. Students will learn the writing process, how to research and use APA/MLA citations. **Friday Oral Presentation** is a required writing products will include expository, descriptive, persuasive, and narrative text. Published writing samples will be collected for portfolios.

**DEFICIENCY REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Deficiency reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information.

Teachers will:

* Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
* Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
* Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

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*Student Signature**Parent/Guardian Signature*

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*Student PRINTED Name**Parent/Guardian Printed Name*

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*Date**Date*

