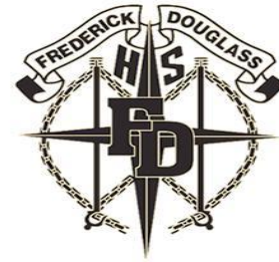


# 2016-2017 COURSE SYLLABUS

## GENERAL HEALTH



**Teacher: Allen**  
**Room Number: G-39**  
**Semester: FALL-SPRING 2016/17**  
**Textbook: HEALTH**

**Phone Number: 404-802-3151**  
**Email: aaallen@atlanta.k12.ga.us**  
**Tutorial Days: Wednesdays**  
**Tutorial Hours: 4:00-5:00pm**  
**Tutorial Location: G-39**

### **Course Description:**

Health Education is a course that provides students the opportunity to learn through a developmentally appropriate, comprehensive planned health education program aligned with the Common Core Standards and National Health Standards. Students in high school health demonstrate comprehensive health knowledge and skills. Student's behaviors will reflect a conceptual understanding of issues associated with maintaining good personal health. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. They will serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

**Prerequisite: NONE**

### **Course Content Standards:**

**HE.HS.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

**HE.HS.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

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

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

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

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

### **Course Outline:**

<b>Week 1-2</b>	Intro to Safety/First Aid (Mandatory) Mental Health
<b>Week 3-4</b>	Social Health
<b>Week 5-6</b>	Nutrition
<b>Week 7-8</b>	Physical Fitness

<b>Week 9-10</b>	Substance Abuse
<b>Week 11-12</b>	Human Development
<b>Week 13-14</b>	Preventing Diseases
<b>Week 15-16</b>	Community Health and Safety
<b>Week 17-18</b>	Sexually Transmitted Infection and AIDS

**\*Instruction in HIV/AIDS and Bullying is state mandated and will be taught throughout each health course**

### **Evaluation and Grading:**

Course Components	Weights	<table><tr><th colspan="2">Grading Scale</th></tr><tr><td>100-90</td><td>A</td></tr><tr><td>89-80</td><td>B</td></tr><tr><td>79-70</td><td>C</td></tr><tr><td>69-0</td><td>F</td></tr><tr><td>Not Evaluated</td><td>NE</td></tr></table>		Grading Scale		100-90	A	89-80	B	79-70	C	69-0	F	Not Evaluated	NE
Grading Scale															
100-90	A														
89-80	B														
79-70	C														
69-0	F														
Not Evaluated	NE														
Learning Skills (interactive notebook and executive function skills including, timely assignment completion, organization, sustained attention)	10%														
Classwork and Participation	40%														
Homework	5%														
Lesson Quizzes	10%														
Unit Tests (or Performances)	20%														
Projects	15%														
TOTAL	100%														

**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:**

Students **MUST** come prepared to class every day with their materials:

- 1- Academic Portfolio (notebook)
- 2- Pencil/Pens
- 3-Bring Health-Related Articles to class from newspapers, magazines or the internet every Friday.

### **Classroom Expectations:**

#### **Rules & Expectations: Non Negotiables**

1. **Students must enter classroom with all supplies.** Students who do not come to class prepared will face the following consequences:
  - Automatic detention and phone call home that day
2. **Students must enter *on time* and *be on task when bell sounds*.** Students are expected to enter quietly and complete the sponge. Students who enter late will be

marked late in the Infinite Campus attendance system, as per district requirements. Additionally, students will be upheld to the following tardy policy:

- 1 tardy = verbal or written warning
  - 2 tardies = phone call home
  - 3 tardies = detention
3. **Students must be actively engaged in class 100% of the time** (this means student has their head up and is on task). Students not in compliance with this policy will face the following sequence of consequences:
- Warning
  - Phone call home
  - Detention
4. **Students must have an agenda in order to leave the classroom for any reason.**

#### **Expectations**

**R**aise your hand and wait to be called on before speaking  
**E**nter on time prepared and ready to learn with materials  
**S**tay in your seat and ask for permission before you leave it  
**P**ay attention, participate, and keep your head up and off your desk  
**E**xpect the best of yourself every day (We Will!)  
**C**are for your personal needs outside of the class.  
**T**ake pride in your work, turn in Quality work on time.

**LATE ASSIGNMENTS:** It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher.

**MAKE-UP AND MISSING ASSIGNMENTS:** 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.

#### **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. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**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 written 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. Teachers will:

- Contact parents and guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, SST/RTI Chair, and the academy leader of serious problems that are affecting classroom performance.

**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. All faculty members will be given a master list of students participating in extracurricular activities and athletics under the auspices of the GHSA.

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**Student Signature and Date**

**Parent-Guardian Signature and Date**