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|  | **Course** | **HEALTH COURSE SYLLABUS (9TH Grade Health)** |
| **Instructor** | Maureen “Coach Mo” Ryan, EdS |
| **School Year** | August 2017- May 2018 |
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**Contact Information**

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| **Office Phone** | (706) 468-2227 |
| **Emergency Contact** | In the event of an emergency, please respond by email or contact JCMS office. |
| **JCMS Office Location** | 1289 College StreetMonticello, GA 31064 |
| **Email Address** | mryan@jasper.k12.ga.us  |
| **Teacher Webpage** | <http://jcsd.schoolwires.net/Page/880>  |
| **Other Information** | The instructor is available to address course requirements and student concerns every school day, as well as through school email, phone & course discussion feed in Schoology. If you have a concern and send a message, you can expect a response within 24 hours, except on weekends & school holidays. |

**Course Description & Information**

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| **Learning Expectations** | The student will successfully complete the 9th Grade Health (high school) course and earn ½ (0.5) high school credit for the course. |
| **Course Description** | This semester course will include interactive instruction using a blended learning format (in person and online) in the concepts ofPhysical, Mental & Emotional Well-being, Family Living, Growth & Development, Personal Care, Nutrition, Tobacco, Alcohol & Drugs (DDS/ADAP), Communicable and Non-Communicable Disease Prevention, and First Aid & Safety. These standards are identified by Georgia’s Performance Standards (GPS) as the skills and knowledge that students should acquire to promote a healthy, active lifestyle. Our curriculum includes sex/AIDS education based upon the “Choosing the Best” abstinence-based sex education program. All curricular materials used for sex/AIDS education have been previously approved by the Jasper County School System.  |

**Georgia Performance Standards for Health Grade 9**

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| **HE1** | Students will comprehend concepts related to health promotion and disease prevention to enhance health. |
| **HE2** | Students will analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors. |
| **HE3** | Students will demonstrate the ability to access valid information and products and services to enhance health. |
| **HE4** | Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| **HE5** | Students will demonstrate the ability to use decision-making skills to enhance health. |
| **HE6** | Students will demonstrate the ability to use goal-setting skills to enhance health. |
| **HE7** | Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| **HE8** | Students will demonstrate the ability to advocate for personal, family, and community health. |

**Course Goals, Objectives/Outcomes**

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| **Learning Outcomes** | The Health Course will be organized into 8 modules to introduce students to health concepts, knowledge and skills to promote healthy behaviors for life, as identified by the grade specific Georgia Performance Standards (GPS) for Health Education as the skills and knowledge that students should acquire to promote a healthy, active lifestyle. |
| **Module 1** | **Health & Wellness Basics:** In this unit, you will learn about health and wellness, healthy lifestyles, personal health skills, consumer health, safety and environmental health. |
| **Module 2** | **Mental & Emotional Health:** Topics include achieving mental and emotional health, mental/emotional disorders and stress-related problems, |
| **Module 3** | **Family & Social Health:** In this unit, we will explore the skills for healthy relationships, conflict management, family and peer relationships, refusal skills and dating relationships. |
| **Module 4** | **Nutrition & Physical Activity:** We will examine the benefits of being physically active, develop a personal fitness plan, and consider guidelines for healthy eating, body composition, diets, body image and eating disorders. |
| **Module 5** | **Growth & Development:** This unit will include an overview of the human body systems (skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine and reproductive). Additional study will include stages of life: prenatal, birth, adolescence, adult, and aging. Abstinence, contraceptives, heredity, genetics, marriage, grieving and loss will also be discussed. |
| **Module 6** | **Tobacco, Alcohol & Drugs:** We will describe how tobacco, alcohol and other drugs affect the body, analyze influences that lead to use, and practice refusal skills to avoid use or addictions. The ADAP requirement will be met in this unit. |
| **Module 7** | **Diseases & Disorders:** We will learn about types of infectious and non-infectious diseases, how diseases spread, and treatments for various diseases, including STIs, HIV and AIDS. We will explore our immune system and the body’s defense system to understand how to prevent disease and stay healthy. And close the unit exploring various disabilities and/or impairments. |
| **Module 8** | **First Aid & Safety:** We will learn how to be safe at home, school, outdoors, and in water. We will identify ways to reduce risk and learn first aid procedures for common emergencies. We will explore how education/behavior change, legislation, and technology work together to prevent injuries. We will create emergency plans to advocate for safety at home. |

**Course Grading Scale (based on the PERCENTAGE of total points)**

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| **Course Requirement** | **Points** | **Percent of Total Points** |
| Unit Tests (8) | 800 | 30% |
| Chats/Discussions/Verso (8) |  80 | 15% |
| Module Quizzes (8) |  80 |  10% |
| Module Activities (16) | 400 | 25% |
| Final Reflection  | 100 | 10% |
| Cumulative Exam | 100 | 10% |
| **Total Points** | **1560** | **100%** |

**Grading Scale Range:**

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| **Points** | **Percentage** | **Letter Grade** | **GPA Point Value** |
| 1404 and above | 90% and above | A | 4.0 |
| 1357-1403 | 87-89% |  B+ | 3.33 |
| 1294-1356 | 83-86% | B | 3.0 |
| 1248-1293 | 80-82% |  B- | 2.67 |
| 1201-1247 | 77-79% |  C+ | 2.33 |
| 1138-1200 | 73-76% | C | 2.0 |
| 1092-1137 | 70-72% |  C- | 1.67 |
| 1136 and below | Below 70% | F | 0 |

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| **Grading** **Criteria****(credit)**  | **Instructor’s Grading Policies:**Your grade is in your hands! You determine your grade based on the quality and quantity of your work. Your success, or failure, depends on your time management skills, quality time spent on assignments and communication with me on questions or concerns about an assignment. Everyone or no one can receive an “A.”**Course Assistance:*** If you have any questions or are unclear about course expectations, grading procedures, course content, or any assignments, activities, quizzes, or exams, contact your instructor immediately.

Don’t wait until it’s too late!* Keep up with weekly assignments and activities.
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| **Activities & Assignments** | **Assignments are due by 10:00 P.M. (EST) on the date specified in the Schedule of Assignments**. **Assignments will not be accepted without penalty after the due date unless prior arrangements have been made with Coach Mo.**  It is suggested that students save all work on their personal PC/device and submit assignments early to avoid technical problems. |
| **Chats & Discussions** | Class chats and discussions are planned and may take place in real-time chats and/or on the boards. Topics will be relative to the module. The instructor will provide specific directions. Students are expected to actively participate in and contribute to the chats and/or discussions. Points are earned for meaningful contribution, not for mediocre one-liners! |
| **Make-Up &** **Late Work** | Personal circumstances arise that can interfere with a student’s ability to meet course assignment deadlines. If things occur, communicate with Coach Mo as soon as you are aware of the conflict. Emails will be responded to **within 24 business hours** (usually sooner). Anytime you have a question or problem, please contact Coach Mo immediately! |
| **Class Preparation** **& Participation** | We accept no wallflowers! All students are expected to participate actively in all class activities including chats, discussion board interactions, and all activities as listed on the schedule of assignments. Weekly participation is required and submission of class work is evidence of your participation. Merely logging on to the course websites is not evidence of participation in this course. |

**Course Policies**

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| **Make-Up Exams** | Make-up and/or re-take exams will NOT be the same as the original test. The grade on the new test will be the recorded grade, even if it is *worse* than the original score. Therefore, it is to the student’s advantage to prepare sufficiently to do their best work on the original test. |
| **Extra Credit** | There are no opportunities for extra credit work in this course. |
| **Late Work** | It is important that students stay on track and current with readings and assignments throughout this course. However, things happen! Exceptions may be made for extraordinary circumstances on an individual basis, approved in advance of the due date by the instructor. Assignments will be accepted up to one week late with a 50% penalty. Unexcused work submitted after one week will not be accepted. Make-up assignments due to excused absences are accepted as per JCCS policy. |
| **Special Assignments** | **Assignments are accepted in the assigned drop-box without penalty when submitted by 10:00PM (EST) on date due, unless otherwise noted on the assignment.** |
| **Class Attendance** | Class attendance is very important, especially in the JCMS learning environment. The instructor will contact parents, Administrators and School Counselor at the 5th and 10th day of absence if the student has not submitted assignments, regardless if present or absent from the classroom.  |
| **Student Conduct/ Netiquette** | All participants in this course are bound by the JCMS Code of Conduct, found in the JCMS Student Handbook.As a student in this course, your primary means of communication is written. Written language has several advantages: carefully reasoned thought, deeper reflections, and opportunities to re-think or revise our thoughts before posting comments. Yet written communication can offer disadvantages: lacking face-to-face expressions, intonation, gestures, and body language. Please be aware of the possibility of miscommunication and compose your written contributions in a positive, supportive, and constructive manner. |
| **Special Procedures** | **Please read the following sections very carefully and refer to often.** |
| **Plagiarism & Academic Integrity** | All students of the JCMS learning community are expected to be honest in all their endeavors and to maintain the highest level of academic integrity regardless of the physical or virtual structure of their learning environment. Students understand and agree to maintain academic honesty always. Plagiarism is considered a form of cheating. Plagiarism is the act of using the ideas, writings, images or multimedia of others as your own without giving credit to those other sources. Plagiarism carries severe consequences, especially in higher levels of education. Plagiarism consequences are defined in the JCMS Student Code of Conduct policy. Please reference our JCMS Student Handbook for additional explanation.**JCMS has a zero-tolerance policy on plagiarism and any course work that reflects an act of plagiarism will result in a zero for the work. The JCMS plagiarism policy will be enforced on the first offense.** |
| **Copyright Notice**  | The materials found throughout this course may be copied and/or used only for the use of students enrolled in this course, for non-commercial and classroom purposes only. These materials may not be retained or disseminated beyond the end of this course. |
| **Incomplete Grades** | Incomplete, unexcused, or missing assignments will result in a grade of “0” meaning no points will be earned for that task. |