



Health Course Syllabus 2018-2019

Barry Goldwater High School, A+ School of Excellence

Coaches: Burke, Flores, Keppner

GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

SUPPLIES LIST

- School provided iPad
- Loose leaf college ruled paper
- Blue / black ink pens/pencil (writing utensil)

COURSE OUTLINE of Units and Expected Time Frames*

Fall/Spring First Quarter

Unit Title	Key and Related Concepts	ATL & Related District Assessment	Expected Timeframe
Healthy Foundations	<ul style="list-style-type: none"> ● Health Triangle ● Health Continuum ● Decision Making ● Goal Setting 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 1-3
Mental/Emotional Health	<ul style="list-style-type: none"> ● Maslow ● Personal Identity ● Stress Management 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 4-6
Social Health	<ul style="list-style-type: none"> ● Conflict Resolution ● Communication ● Interpersonal Communication ● Relationships 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 7-10

Fall/Spring 2nd Quarter

Unit Title	Key and Related Concepts	ATL & Related District Assessment	Expected Timeframe
Growth and Development	<ul style="list-style-type: none"> ● Adolescence/Puberty ● Developmental Assests ● Reproduction ● STI's 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 11-13
Illegal Substances	<ul style="list-style-type: none"> ● Alcohol ● Tobacco ● Illegal Drugs 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 14-16
Nutrition CPR and First Aid	<ul style="list-style-type: none"> ● Nutrition Lables ● Eating Disorders ● Healthy Diet ● First Aid Practices 	<ul style="list-style-type: none"> ● Thinking and Reflecting ● Collaboration ● Communication ● Social 	Weeks 17-18

*Subject to change at teacher discretion

REPORTING TIMELINE

Fall Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>	Spring Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>
<ul style="list-style-type: none"> ● September 4th - Snapshot ● September 24th - Snapshot ● October 15^{th*} - Progress Report ● November 5th - Snapshot ● December 3rd - Snapshot ● January 7^{th*} - End of Semester in PowerSchools 	<ul style="list-style-type: none"> ● January 28th - Snapshot ● February 19th - Snapshot ● March 25^{th*} - Progress Report ● April 15th – Snapshot ● May 6th - Snapshot ● May 24^{th*} - End of Semester Marks posted in PowerSchools

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on the following dates. This progress update is only a “snap- shot” of where a student is every three weeks for the purpose of feedback; only a final mark or “grade” can be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from both the teacher and the parents to help drive student success.

GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop their critical thinking skills by their reading, writing, speaking and listening skills by utilizing analysis, organization, production and language skills in innovative and creative ways. The following rubric demonstrates the skills students will need to gain and demonstrate during the fall and spring semester to achieve both an MYP level of achievement and a BGHS/DVUSD letter grade. The skills will be assessed individually and collectively multiple times throughout the semesters in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Power Schools and the BGHS / course website for the Standards, Performance Objectives and Rubrics for grading.

CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Take your seat.
2. Turn all electronic devices off and place in backpack* until instructor says otherwise.

3. Take out all necessary materials and put backpack away as indicated.
4. Begin bellwork.
5. Lead the planned learning.

Barry Goldwater High School RTI-B/PBIS- School Expectations

						
	Classroom	Common Areas	Eating Areas	Restroom	Locker Room	Campus Wide
Be Respectful	<ul style="list-style-type: none"> -Listen the first time -Treat all school and personal property with care -Speak kindly and when appropriate -Use electronics appropriately 	<ul style="list-style-type: none"> - Treat all school and personal property with care -Be kind to others -Pass politely and with manners 	<ul style="list-style-type: none"> -Wait your turn in line -Be kind to others 	<ul style="list-style-type: none"> -Honor privacy -Keep restroom area clean 	<ul style="list-style-type: none"> -Honor personal space and belongings -Honor privacy 	<ul style="list-style-type: none"> -Follow school dress code -Use appropriate language and tone -Treat all school and personal property with care -Respect yourself and others (ex: PDA)
Be Responsible	<ul style="list-style-type: none"> - Be there - Be ready - Be on time - Be involved -Be honest -Own your actions 	<ul style="list-style-type: none"> -Throw away your trash -Eat in appropriate areas - Move with a purpose to your destination -Have an official school pass 	<ul style="list-style-type: none"> -Throw away your trash -Eat only your food 	<ul style="list-style-type: none"> -Return to class promptly - Use restroom for intended purpose - Use during passing periods or at lunch 	<ul style="list-style-type: none"> -Lock your belongings in your locker 	<ul style="list-style-type: none"> -Use electronics appropriately -Have an official school pass -Use your locker during passing periods -Eat in appropriate areas
Be Safe	<ul style="list-style-type: none"> -Keep hands, feet and objects to yourself -Ask permission to leave 	<ul style="list-style-type: none"> -Walk to your destination -Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> -Walk safely -Push in chairs - Keep hands, feet, food and objects to yourself 	<ul style="list-style-type: none"> - Wash hands with soap and water - Water stays in the sink 	<ul style="list-style-type: none"> - Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> -Carry school ID -Walk to your destination - Keep hands, feet and objects to yourself

Consequences of Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Golden tickets
More/ higher level skills	Increased success	Pat on the back
Scholarships, better jobs	Increased respect	Supers board

Consequences of Poor Choices

Tier	Minor Offences	Major Offences
1st	Restate expectations, Teacher warning, Task change, Seat change	Referral to office Consequences per student handbook
2nd	Buddy Teacher w/reflection, Conference	
3rd	Detention, Phone call home, Conference w/parent	
4 th	A referral to the office	

Your final mark will be determined by assessment of your proficiency in the standards for this course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

	FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS)	POWERSCHOOL FINAL GRADE	
	The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrated originality and insight and always produces work of high quality .	10	A
	The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	9	A
	The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.	8	B
	The student demonstrates a good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.	7	C
	The student demonstrates a limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	6	D
	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .	5	F
	The student demonstrates minimal achievement in terms of the objectives.	5	F
	The student demonstrates no evidence of achievement.	5	F

***BGHS ELECTRONICS POLICY**

At BGHS we know that society is changing and technology is all around us. We embrace this and want to show our students what a powerful learning tool technology can be. The reality is that in our students' future careers they will have access to technology and need to know when and how to use it **appropriately** for the rest of their lives. This will sometimes mean that it is appropriate to put technology to the side to better focus on the task at hand.

BGHS students will have their technology put away during class time unless a teacher requests them to get it out to use it for educational purposes. If a student does not comply with this policy, the following steps will be taken.

1st Offense: Teacher will remind the student to put technology away.

2nd Offense: Teacher will apply classroom consequence.

3rd Offense: Teacher will make a contact home and an after school detention will be assigned.

4th Offense: Student will be referred to the administration for further disciplinary actions.

If at any time during this process the student escalates this issue, the student can be referred to administration immediately.

Note: it is illegal for a student, without permission, to film or take pictures of any teacher or student on school grounds. Appropriate action can and will be taken for students who violate this.

BGHS OUT OF CLASS PASS (Blue Passes)

At BGHS we know how important class time is and when a student is out of class they are not learning. Students are given a 5 minute passing period between each class and 30 minutes at lunch to use the restroom, get a drink, go to their locker, or take care of anything else. If an emergency occurs and a student needs to leave class, they will be allowed 3 out of class passes per period per semester. That is 18 times to leave class per semester. Each student will be issued one sheet of paper that has the 18 passes on it. It is the responsibility of the student to have this with them at all times. Failure to have this pass will result in not being able to leave the classroom. The pass can only be used at a time in class when the teacher allows it to be used (not during instruction). In addition to this pass, the student will sign in and out of the class. Once the student has used all his/her passes, the student should not even ask to leave class again.

Please sign and return by Thursday, August 12, 2018

Health Signature verification form

I have received the _____ Course Syllabus and I am aware that a copy of this, and the course Exit Outcomes. You will be able to locate the syllabus on Canvas and/or the school website.

My Coaches name is: _____

My child's name is: _____

STUDENT'S SIGNATURE

PRINTED NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE