



---

Ninth Grade Health  
Course Syllabus 2021-2022  
Chris McDonough

---

**Course Description**

The purpose of this course is to educate students about topics which include decision making, stress, wellness, mental health, fitness and nutrition, eating disorders, disease prevention and control, substance misuse and abuse, consumer health, teenage pregnancy, AIDS and STD's. Health is a required course, which must be successfully completed for graduation.

**Comprehensive Health Education** emphasizes lifelong positive health related attitudes and behaviors that promote self-reliance and self-regulation for all students while promoting health literacy.

**Health literate** students have the knowledge, skills, and ability to maintain and enhance personal health and fitness, create and maintain safe environments, and manage personal and community resources.

**Life skills** emphasized throughout the program include goal-setting; decision-making; identifying beliefs, attitudes, and motivations; assessing information; and advocacy for personal, family and community health.

**Essential Questions** to think about during class discussion and work:

- o What do I need to do to stay healthy?
- o How and where do I find health information and resources?
- o What can I do to avoid or reduce health risks?
- o What influences my health behaviors and decisions?
- o How can communication enhance my personal health?
- o How do making good decisions keep myself healthy?
- o How do I use the goal-setting process to improve my health?
- o What can I do to promote accurate health information and healthy behaviors?

**Goals for Student Learning**

The ultimate goal of health instruction is to provide health literacy for students that will prevent premature death and assist with healthy decision making. Successful completion of this course will provide students with a base knowledge to keep them healthy and safe.

**Textbook and Materials**

Include school provided materials like textbooks/laptops and student provided materials like:

1 Subject Spiral Notebook with pockets

THUMB DRIVE

Pens/Pencils/Highlighter Daily

Box of Zip Lock Bags from Walmart or Target for supplies to be held in for class projects

Minimum of 12 #2 Pencils (stored in classroom for when yours is forgotten)

## **Course Outline**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Performance indicators for this standard center around identifying what good health is, recognizing health problems, and ways in which lifestyle, the environment, and public policies can promote health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal Values, beliefs and perceived norms.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Decision-making skills are needed in order to identify, implement and sustain health enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

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

contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

**HCPS Grading Policy**

<b>Examples of Product, Process, and Practice</b>		
<b>PRODUCT (50%)</b> <i>Culminating Demonstration of Knowledge</i>	<b>PROCESS (30%)</b> <i>Addressing Specific Short-Term Learning Outcomes</i>	<b>PRACTICE (20%)</b> <i>Building Attitudes, Habits, and Skills</i>
Does it measure how well students achieved specific learning goals, standards, and/or competencies?	Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies?	Does it allow students to practice skills and/or reinforce content learning?
<ul style="list-style-type: none"> <li>• Primarily completed in presence of teacher</li> <li>• Rubric aligned to standards</li> <li>• Accuracy graded</li> </ul>	<ul style="list-style-type: none"> <li>• Primarily completed in presence of teacher</li> <li>• Rubric aligned to standards</li> <li>• Accuracy graded</li> </ul>	<ul style="list-style-type: none"> <li>• Graded for completion and participation</li> </ul>

**\*\*Extra credit will not be given for non-academic purposes\*\***

**Absent Work Policy**

All assignments should be submitted on time. Students will be given the number of class periods equal to the number of lawful class periods absent to turn in completed make up assignments without penalty.

**Late Work Policy**

All assignments should be submitted on time in order to earn full credit. Any assignment, (*product, process, or practice*) will be allowed to be turned in late for one letter grade deduction from the grade a student earns on the assignment. In order to earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignment that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

Grading Window	Designated HAC Update	Late Work Due Date
September 8- September 24	September 24	September 29
September 27- October 13	October 13	October 20
October 14- October 29	October 29	November 5 (Friday)
November 8- November 19	November 19	November 24
November 22- December 10	December 10	December 15
December 13- January 13	January 13	January 21 (Friday)
January 24- February 11	February 11	February 16
February 14- February 25	February 25	March 2
February 28- March 11	March 11	March 16
March 14- March 25	March 25	March 31 (Thursday)
April 1- April 22	April 22	April 27
April 25- May 6	May 6	May 11
May 11- May 20	May 20	May 25

### **Academic Integrity**

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences. More information can be found in the BAHS Student Planner.

### **Classroom Rules and Procedures**

Our classroom is a place of learning; you are to conduct yourself in a respectful manner. This class is "G-rated class" Profanity, criticizing or insulting other will not be tolerated. Use manners and be respectful of others at all times. Class meetings will consist of power point presentations, video clips, worksheets, class discussion and computer exploration, which will allow you to make choices that will enhance your health. You are expected to complete homework so you are prepared for the next class. You are expected to do everything possible to be successful.

### **Cell Phone Policy**

- Students will place their cellphones in a teacher designated area as they enter each classroom. Teachers will review with students the specific location for each room. The phones will remain in the teacher designated area unless teachers explicitly tell students to take out the phones for instructional use.
- Cellphones will remain in the teacher designated area during bathroom visits, assemblies and trips to the nurse/counseling office/main office.
- Cellphones will be retrieved from the teacher designated area at the end of class at the direction of the teacher.
- School-appropriate cellphone use is permitted during class changes and lunch. Students are not permitted to make phone calls during school hours.
- If the cell phone policy is violated, it is a referable offense.

## **Current Events**

Current events are an assignment due four times a quarter at least. Students are to find two articles pertaining to health from the newspapers, or internet. The current events will be worth 40 points and will be part of your overall grade. On your assigned due date you will come to class with your articles, written summaries for both, and you will orally present the information to the class. A class discussion will follow about your current event, you must be prepared to answer questions and help others understand your topic better. This activity will be done twice during the semester, so four articles will be completed! The following format is to be used when handing in current events:

1. The articles must be attached to their summaries that you hand wrote or typed up for the assignment.
2. On the written summary you must have the following information:
  - A. Title of the Article
  - B. Source (ex. The Sun)
  - C. Date of the article
  - D. A three paragraph summary/reaction/opinion in your own words
  - E. Five questions you can ask the class to help lead the class discussion. These must be thought provoking questions not ones asking the class to draw information straight from the presentation. We will do an example one before you get started on your own presentations. Once the class has presented enough health topics we will have a current event quiz worth 25 points.

**Class Participation and Behavior:** Health is a subject which is important to all of us and, therefore, participation is welcomed. Students are also to behave in an appropriate manner in class.

Projects: There will be several research related projects throughout the year. There will be a rubric given out when the topic is assigned. These are just a few examples of projects we will do.

- Creating a Nutrition Plan
- Creating a Fitness Plan
- Research Communicable and Non-Communicable Diseases
- Research a current trend in Drug use and abuse
- And MUCH, MUCH MORE!!!!!!!!!!!!!!!!!!!!

## **Any questions or concerns please contact**

Christina.mcdonough@hcps.org

The hours where I can be reached to discuss your child's progress will be from 7 am until 2:15 pm each day. Other hours can be arranged when done in advance around my other duties at school. Please feel free to contact me via email or telephone (410.638.4600) to set up an appointment or discuss your students, if necessary throughout the semester. Email is your best method of communication with me at this point. I will contact you back within 24 hours if not before. I look forward to working with each of you throughout your child's years here at Bel Air High School.