



9th Holistic Health Pre-IB

Instructor: Ms. Nordleaf

Preferred Contact Information

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COURSE DESCRIPTION

The purpose of this introductory wellness course is to empower all students to be healthy, safe, and active. The goal of the 9th Grade Holistic Health class is to focus on the importance of maintaining good health in order to live a long, healthy, and fulfilling life. The class will emphasize the impact that physical, social, emotional, spiritual, mental health and interpersonal communications skills have on an individual's performance in the classroom and within their work environment.

AIMS

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
 - achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

OBJECTIVES

A. Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

1. explain physical and health education factual, procedural and conceptual knowledge
2. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
3. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

Students through inquiry design, analyze, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

1. design, explain and justify a plan to improve physical performance and health
2. analyze and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

1. demonstrate and apply a range of skills and techniques effectively
2. demonstrate and apply a range of strategies and movement concepts effectively
3. analyse and apply information to perform effectively.

D. Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

1. explain and demonstrate strategies that enhance interpersonal skills
2. develop goals and apply strategies to enhance performance in healthy choices
3. analyze and evaluate performance.

Throughout the semester, students will learn decision-making and problem-solving skills, as well as strategies to promote and maintain healthy and positive relationships. Students will also learn basic human anatomy and physiology of several body systems. As a culminating project, all students will complete a personal wellness plan.

CONCEPT BASED LEARNING THROUGH GLOBAL CONTEXTS:

Pre-IB inquiry recognizes the integrity of subject disciplines, but learning is richer and deeper when conceptually driven. Building a deep understanding requires meaningful reflection. Pre-IB uses a fluid, differentiated model to encourage learning and uses the Global Contexts as a context to drive inquiry.

APPROACHES TO LEARNING:

Throughout this course, we will be using various approaches to learning, these include but are not limited to:

Category	Skill Indicator
Thinking Skills	Evaluative evidence and arguments.
Social Skills	Listen actively to other perspectives and ideas.
Communication Skills	Use a variety of media to communicate with a range of audiences
Self-management Skills	Keep an organized and logical system of information files, notes and blog.
Research Skills	Seek a range of perspectives form multiple and varied sources.

ASSESSMENT

The purpose of grading is to communicate achievement to students, parents, and other institutions about the work students do in class. The only feedback on students' work that will be entered in the gradebook on RenWeb is evaluative. The evaluation of student work is based on a set of standards, in line with the criteria for IB assessments.

FORMATIVE ASSESSMENT (40%): These are ongoing checks for learning and understanding. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students' work is marked against standards or learning criteria.

- Formative assessment is used to check students' progress. The information gained guides the next steps in instruction and helps consider the additional learning opportunities needed to ensure success.

SUMMATIVE ASSESSMENT (60%): At the end of each section, at midterm, and at the end of the course students will write tests. Students will also partake in individual and group projects and do self-assessments of their learning. Students will be required to demonstrate their knowledge, their understanding, applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessment provides information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the Pre-IB standards. All grading will be based on Pre-IB assessment rubrics and will be given to students as units begin.

DAILY/WEEKLY ROUTINE & HOMEWORK NOTES

Class will usually begin with a "Prime Time" activity and conclude with a *Reflection* wrap-up activity. All assignments are due on the assigned date. Students are responsible for all assignments given in class.

Formative Assessment (40%)

Weekly Assignments: You may expect 3 types of homework assignments a week in addition to long-term quarterly projects. Weekly assignments in this class may include a combination of the following:

1. Individual Journal – These include daily mindful opener responses, discussion and lecture notes, and reflections.
2. Assigned reading- The week's reading assignment must be completed by the assigned due date. I will provide a reading schedule for all articles and textbook assignments.
3. Project work – work on the ongoing group or individual projects.
4. Family Discussion – this work includes discussion homework questions to be done with the student and parent or parents.

Journals

This is a handwritten assignment book or google doc journal, which includes the class opener, class notes, and class session reflections for each class session. This routine writing assignment collection will be checked weekly and earn up to 10 points per week for completion.

Shared Inquiry Class Discussion

This is an essential component of student work. Students earn points for speaking in class discussions. The scores reflect the length and depth of student contribution. A rubric will be provided before the discussion.

SUMMATIVE WORK & ASSIGNMENTS: (60%)

These tasks may take more time, and will be weighted more heavily based on how much time students are expected to spend.

Group Projects

Group activities are opportunities for collaborative learning. Points are earned for individual efforts, overall group participation, and the quality of the final product.

Individual Projects and Presentations

Individual projects allow you to delve more deeply into class material, make meaningful connections, and present your work to a broader audience. Each semester there will be one substantial individual project involving sustained effort and multiple tasks.

Final Project

You will complete a final project that will be a personal reflection of the learning targets in the form of a healthy living plan Vision Board. An outline and criteria for this final project will be presented during the last week of class.

ACCOMMODATIONS: Individual students may receive official accommodations from the school. The instructor will modify assignments for individual students according to the WSA accommodations letter signed by administration, faculty, student, and parents in the meeting.

DIFFERENTIATION AND MODIFICATION FOR THE ELL LEARNER

- Classroom content, processes and products are adjusted to reflect the unique needs of the ELL learner
- Instruction is scaffolded to enable ELL students to achieve grade-appropriate outcomes
- Teacher offers a variety of resources, grouping arrangements, assignments and tasks
- Teacher uses various strategies to build background knowledge, make connections and encourage communication
- Teacher embeds modified learning strategies into instruction
- Students can demonstrate understanding in alternative ways with teacher-applied modifications to assignment

Required Materials:

- computer access
- internet access
- pencils or pens (blue or black)
- a notebook
- a folder or binder for keeping class materials
- Required Text:

Communication Skills for Teens: How to Listen, Express, and Connect for Success by Michelle Skeen PsyD

PRINT Student NAME _____

DUE FRIDAY, September 6th, 2019

**9th Holistic Health
Course Syllabus 2019-2020
Verification of Receipt**

After you have read these course syllabus, please sign below and have your parents complete their portion. Then return on the due date.

Student Signature Date

Dear Parent/Guardian,

Parent involvement is very important to me. Please include as much information as possible for the sections below.

Something you should know about my son/daughter... _____

In the past, my son/daughter has felt _____ about school because... _____

In the future, I hope that my son/daughter has the opportunity to... _____

I have read and understand the expectations in the 9th Holistic Health Syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for to complete their homework.

Parent Signature Date

Parent Name (Please Print) _____

Parent Home Phone: _____ Parent Cell Phone: _____

Parent Work Phone: _____ Parent E-Mail: _____

Thank you,
Ms. Nordleaf