

Course Title: 6th Grade Health

Teacher: Nathan Bednarczyk

COURSE DESCRIPTION

6th Grade: Health will focus on critical thinking through our health standards of “sources and evidence” along with “argumentation” These skills will help students grow to better understand and make informed decisions on 3 topics of their health being “physical health, mental/ emotional, and social health. Students will research topics and work with each other to further understand what are positive and negative ways to improve our health. Students as a result of this knowledge will be able to go out and live healthy lifestyles.

STANDARDS

The learning in this course is organized around two standards (see below) that encompass transferable skills which are applied throughout the year while learning course content. Feedback on how well students are meeting proficiency in each standard is provided using the gradations below (see Proficiency Scales).

Standards	1. Sources and evidence	2. Vision (or Informed Decision-Making
Learning Target	I can communicate an effective and original argument to support a claim and address a counterclaim, with reasons and credible evidence..	I can evaluate patterns of continuity and change over time within and across cultures using credible evidence.

PROFICIENCY SCALES

Students will be given feedback on their level of proficiency for the standards in each learning target using the gradations below.

Standard 1: Sources and Evidence

Exceeding Proficiency 4	Meeting Proficiency 3	Approaching Proficiency 2	Beginning Proficiency 1
I can accurately analyze a source using a variety of relevant criteria and sophisticated analysis.	I can accurately analyze a source using a variety of relevant criteria.	I can analyze a source by using relevant and non relevant criteria.	I can attempt to analyze a source.

Standard 2: Vision (or Informed Decision-Making)

Exceeding Proficiency 4	Meeting Proficiency 3	Approaching Proficiency 2	Beginning Proficiency 1
I consistently demonstrate goal-setting, progress, and reflection to maximize health and well-being.	I consistently demonstrate goal-setting, progress, and reflection to achieve health and well-being.	I sometimes demonstrate goal-setting, progress, and reflection to achieve health and well-being.	With guidance , I demonstrate goal-setting, progress, or reflection to achieve health and well-being.

PERFORMANCE ASSESSMENTS

Feedback on learning can be given through informal and formal assessments. This can occur through in-class work, formative events, mid-unit, end of unit, mid-course, and end of course assessments

SPECIFIC COURSE TOPICS OF STUDY **Provide a list of the topics that will be covered in your class. By listing your topics of study in this document we are meeting state law requirements.**

Health	UNITS: 1.) What is Health? 2.) Goal Setting 3.) Physical Activity 4.) Healthy Eating "Nutrition" 5. Anatomy 6. Non Communicable Diseases 7.) Tobacco, drugs and poisons on the human body 8.) Mental Health 9.) Communicable Diseases
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GRADE DETERMINATION 5-7

The purpose of grades and reporting is to accurately communicate each student's level of learning based on the courses' learning expectations. To do this, we use the following elements in our reporting system:

- a 4-3-2-1 scale that delineates between beginning proficiency (1) and exceeding proficiency (4)
- a body of evidence with consideration for growth
 - at least 3 to 5 pieces of evidence per skill per year ("body" of evidence)
 - consideration for most recent scores within the same skill (consideration for growth)
- progress is communicated with students/parents through projected levels of proficiency until the end of the course when the teacher determines the final level of proficiency (this allows students to have opportunities for growth)
- academic scores separated from behavior - this provides the teacher, student, and parent as accurate a picture as possible of the student's learning and encourages a dialogue about how the student can master the skill for the class.

We use proficiency scales to collect accurate evidence of student performance and academic growth. At the end of the course, **the teacher reviews the evidence presented by each student, in each target, and determines the student's final level of proficiency (using a research-based logic rule).** In this model, *student learning* is determined, not by points nor by weights, but by a *body of evidence*.

Finally, we believe this reporting system brings a culture *centered on learning*. It changes conversations with students, teachers, and parents regarding learning and growth. Further, instead of receiving grades that are a combination of several factors and points accumulated throughout the course (attendance, behavior, late work, participation, etc), the proficiency level is based on actual student knowledge of the intended skills through assessment.

GRADE DETERMINATION: 6 grade

The purpose of grades and reporting is to accurately communicate each student's level of learning based on the courses' learning expectations. To do this, we use the following elements in our reporting system:

- a 4-3-2-1 scale that delineates between beginning proficiency (1) and exceeding proficiency (4)
- a body of evidence with consideration for growth
 - at least 3 pieces of evidence per skill per semester ("body" of evidence)
 - consideration for most recent scores within the same skill (consideration for growth)
- progress is communicated with students/parents through projected grades until end of course when the teacher determines the final grade (this allows students to have opportunities for growth)
- academic scores separated from behavior - this provides the teacher, student, and parent as accurate a picture as possible of the student's learning and encourages a dialogue about how the student can master the skill for the class.

We use proficiency scales (not points) to collect accurate evidence of student performance and academic growth. **At the end of the course, the teacher reviews the evidence presented by each student, in each target, and converts the evidence into a traditional letter grade** (using a research-based logic rule). In this model, *student learning* is determined, not by points nor by weights, but by a *body of evidence*.

Finally, we believe this reporting system brings a culture *centered on learning*. It changes conversations with students, teachers, and parents regarding learning and growth. Further, instead of receiving grades that are a combination of several factors and points accumulated throughout the course (attendance, behavior, late work, participation, etc), the letter grade is based on actual student knowledge of the intended standards/skills through assessment.