



# Pathways Offered

**Sports  
Medicine**

**Allied Health  
& Medicine**

**Coming Soon-  
Phlebotomy**

**CNA- Dual  
Enrollment**



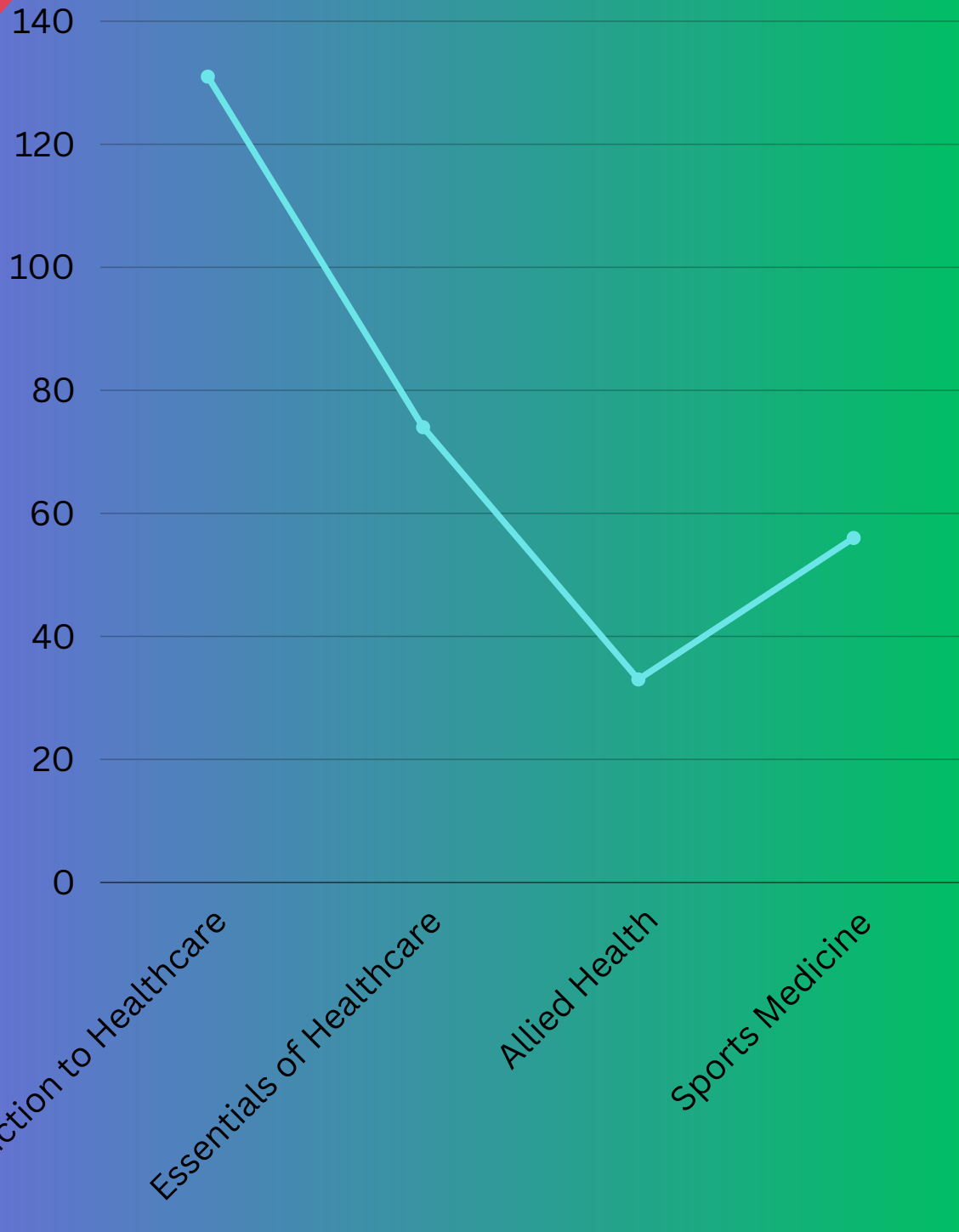
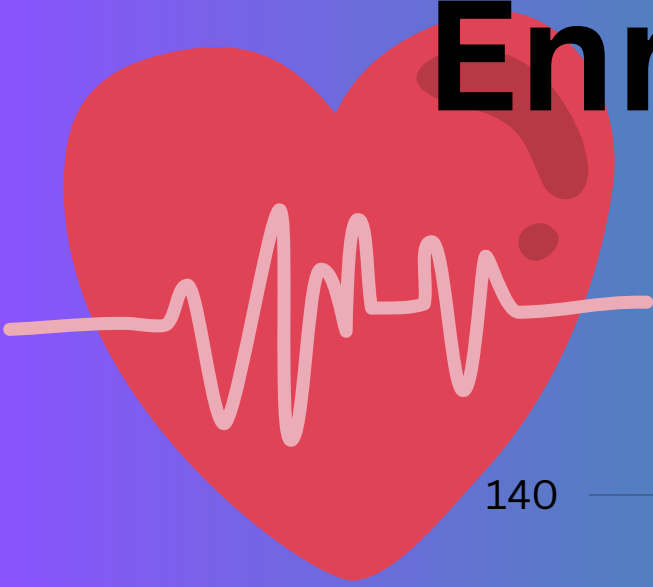
**Spring advisement allows parents to sit down with an advisor to register for classes for the next school year.**

**Students complete You Science profiles to better understand how their interests fit into careers.**

**CTAE & Fine Arts present a slide presentation on courses offered at PCHS**

**On March 12, 2024, we had an 8th grade transition for upcoming freshmen to understand the courses offered as electives.**

# Enrollment per course





**Instructor:** Kristine Spivey  
**Email:** kristine.spivey@peachschools.org  
**Room:** 8-13

**Phone:** 478-825-8258  
**Office hours:** +2:30—3:30 Monday—Thursday  
→ → → (later by appointment)

**DESCRIPTION/PURPOSE**

This course is designed to offer students (preferably upperclassmen—juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc.

**A. Clinical site or classroom simulated experience.** This component of Allied Health is designed to give students practical application of previously studied knowledge and skills. These experiences can occur in a variety of locations (including classroom labs) appropriate to the student's level of experience and availability of community resources as determined by the instructor. These exercises should be designed to enhance and supplement the above standards.

**B. Allied Health Capstone Project.** Research academic requirements for a professional career of interest. a) Create a plan for academic achievement in a chosen field. b) Present career interest project. c) Update personal portfolio to include: 1. resumes; 2. listings of technical skill competencies mastered for the chosen career field as developed by the instructor; 3. community service learning experiences (approved); and 4. reflection essays of the overall course and the student's career choice. The prerequisite for this course is Introduction to Healthcare Science and Essentials of Healthcare. Course 5

**GOALS/OBJECTIVES**

1. To introduce and explore medical career options
2. To examine human anatomy & physiology and the diseases/conditions that can affect each system
3. To demonstrate basic medical skills safely
4. To work on a medical team safely while in the clinical areas

5. To interpret medical language and practice medical writing
6. To practice disease prevention methods in the patient care area
7. To explore how to care for geriatric, pediatric, and obstetric patients.

**COURSE CONTENT**

Employability Skills	Dietary Services
Medical Terminology/Medical Abbreviations	Anatomy/Physiology—Body Systems
Respiratory Services	Complementary and Alternative Medicine
Diagnostic and Imaging Services	Mental Health Services
Surgical Services	Public Health and Epidemiology
Rehabilitation Services	Medical Office Assistant
Pharmacy Services	Medical Laboratory, Cardiology, Emergency Services, and Dentistry

**EMPLOYABILITY SKILLS**

This class will enforce skills required when employed in a healthcare facility or as a healthcare worker. "Employability Skills" will be assessed on a weekly basis and will count as a daily grade. Each student will start with 100 points for demonstrating adequate skills as an employee. If at any time during the week, the student is found to be in violation of the safety, work ethic, or classroom rules, 5 points will be deducted for each occurrence.

**Examples of some actions that would require points to be deducted: Section Break (Continuous)**

- Putting head down/sleeping during class (25 points deducted from employability weekly grade)
- Disruptive or disrespectful behavior
- Non-participation in class
- Eating in class
- Misusing or abusing equipment
- Being in lab area without permission
- Talking during lecture
- Grooming in class
- Tardiness
- Working on other subject matter while in HSTE
- Cell phone in view
- Not cleaning up after individual/team work
- Cheating (0 will be given on the specific assignment)

**RULES & CLASS CONDUCT**

- Arrive on time, prepared and ready to work
- Take care of personal needs (restroom use, eating, grooming) before coming to class
- Cell phones should be off and put away (unless otherwise instructed)
- Remain seated and quiet during lectures, raising your hand if attention is needed
- Equipment is to be used only when directed by the teacher
- Always respect the teacher, others, supplies and equipment in this classroom
- Treat others the way you want to be treated

**Peach County High School**  
**Sports Medicine**  
Syllabus

<b>Instructor(s)</b>	Tripp Youngblood
<b>Phone</b>	(478) 825-8258
<b>Email</b>	johnyoungblood@peachschools.org
<b>Course Description</b>	Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.
<b>Course Objectives</b>	Mastery of these standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization will provide students with a competitive edge for entry into either the healthcare global marketplace or a postsecondary institution to pursue further education and training. During the 2 <sup>nd</sup> Semester, students will complete the End-of-Pathway Assessment (EOPA). This test cannot be exempted and is required of all 3 <sup>rd</sup> level students.
<b>Course Materials</b>	I allow students to organize the way that's best for them. Most of our assignments will be completed on TEAMS. Students will join our Teams page during the first few days of school. Recommendations: notebook or binder for taking notes, folder for diagrams and handouts, Pens/pencils, paper, color pencils. Remind-7c2c28
<b>School-Wide Classroom Behavior Expectations</b>	<ul style="list-style-type: none"> <li>• Be Respectful, Responsible, and Safe.</li> <li>• Be on time and seated.</li> <li>• Stay on task.</li> <li>• Personal electronic devices should be silenced and put away.</li> <li>• Come prepared and be ready to learn.</li> <li>• Use materials appropriately and keep the area clean.</li> <li>• Use appropriate language/voice level.</li> </ul>
<b>District/School-Wide Grading Policy</b>	<p>Grades are issued at the end of the year on the student report card. Progress reports will be issued every 6 weeks. Parents/Guardians can monitor their student's progress in each of their classes (except for Dual Enrollment College Classes) through the Infinite Campus Parent Portal. For assistance with logging into the parent portal contact Lisa Clements, the Data Specialist, or refer to the JCHS homepage for instructions under Parent Resources.</p> <p><b>Grading Scale:</b> A: 90—100 B: 80—89 C: 70—79 F: 69 and below INC: Incomplete WD: Withdrawn</p> <p><b>Category Weights:</b> Formative Assignments: 35%, Summative Assignments 45%, Final Exam 20%</p>

<b>District/School-Wide Redo Policy:</b>	Students may redo a maximum of 6 daily/formative assignments and 2 tests per semester. Students must have completed the initial assignment. (For example, simply writing your name on the test or making random multiple-choice answers does not constitute an attempt on the initial assignment.) Redo assignments must be completed within 10 days after the progress report is issued for that 6-week period. Students should work with teachers to schedule a redo. The higher grade of the two attempts will be the grade that is recorded in Infinite Campus.
<b>School-Wide Make-up Work Policy:</b>	Students can make up any work missed during an absence within the designated timeframe. This includes Excused Absences (EXA), Unexcused Absences (UXA), and/or Suspension (OSS) day(s). Students returning to school from absences must work with the teacher to establish a timeline for submitting missed work within five school days of returning to school. Students should be allowed a minimum of 3 days per day absent to complete missing work.
<b>Plagiarism Policy:</b>	All work submitted for credit must be your own work. If a student is caught or reported in the act of cheating or plagiarizing said student will receive a zero for the assignment with no chance for a redo. The parent or guardian will be contacted. Research assignments without references cited properly is also considered plagiarism.
<b>Electronic Communication Device Policy:</b>	Definition of Electronic Communication Devices (ECD). ECD includes but is not limited to the following: cell phones, headphones, earbuds/pods, Smart Watches, video and musical devices, cameras, Bluetooth or any other ECD. They are considered a distraction to instruction. Students are not permitted to use ECD including headphones during instructional time. A student will be considered in violation of the ECD policy if he/she is using an ECD during instructional time. All ECDs must be silenced during the school day and should not be visible for any reason in the classroom. In addition, no student shall photograph, videotape, record, reproduce, capture, transmit, upload via any (ECD), another student, staff member or test/class information while on district property, without the expressed prior permission of the student or staff member.
<b>Classroom Expectations &amp; Procedures:</b>	<p><b>CLASSROOM RULES:</b></p> <ul style="list-style-type: none"> <li>NO CELL PHONE USE IN CLASS. Any cell phones seen or heard during class will be taken up according to the school handbook.</li> <li>Be seated and be ready to begin when the bell rings.</li> <li>Respect others in the class.</li> <li>Food and drink is not allowed, but water is acceptable in a closed container not on the desk.</li> <li>Do not damage classroom or materials.</li> <li>If damaged, student is responsible to replace damaged material.</li> <li>Do not sleep or put head down in class.</li> <li>Do not talk while others are talking or during announcements.</li> <li>Do not work on other assignments while in class.</li> <li>Use restroom before or after class.</li> <li>Be sure that you are familiar with the school handbook that outlines school policies. If you miss the day before a test, you will be expected to take the test with the rest of the class.</li> </ul>
<b>Attendance/Tardy Policy:</b>	See handbook page 24. Students will receive a discipline referral after the 5 <sup>th</sup> unexcused tardy. Tardy is defined as being outside the classroom when the late bell stops ringing. Students are responsible for all work missed due to absence. See make-up work policy above.
<b>Tutoring Schedule:</b>	Tutoring can be scheduled on a case-by-case basis. There is no set tutoring schedule due to Athletic Training and HOSA commitments.
<b>Course Outline:</b>	<p>HS-SM-1 Demonstrate employability skills required by business and industry. (This will be graded by a summative performance rubric that will be tracked throughout the year.)</p> <p>HS-SM-2 Analyze anatomic positions, directional terms, movements, and postures as related to the appendicular skeleton.</p> <p>HS-SM-3 Identify and utilize proper communication methods and scope of practice protocol that demonstrate professional, ethical care within the physical medicine setting.</p> <p>HS-SM-4 Demonstrate injury classifications and evaluations.</p> <p>HS-SM-5 Analyze and describe the basic principles and concepts of healing.</p>

The year: 2023-2024  
 Human Anatomy & Physiology/Health Care Essentials  
 Instructor: Kristine Spivey  
 Contact Info: kristine.spivey@peachschools.org  
 Meets: 1st Block

Course Description

This course covers both the anatomy and physiology of each of the human body's organ systems. This course assumes that students have completed a high school biology course and possibly a chemistry course, as well. Please note that the reproductive system will be covered in detail, including accurate yet respectful illustrations and descriptions.

- Intro to Anatomy & Physiology
- Histology
- Integumentary & Skeletal Systems
- Skeletal System
- Muscular System
- Nervous System
- Endocrine System
- Cardiovascular System
- Lymphatic System
- Digestive System
- Respiratory System
- Urinary System
- Reproductive Systems

Textbook Section Break (Continuous)

The textbook that will be used for this course is: *Essentials of Human Anatomy & Physiology (Marieb)*

Materials Needed

- 2-inch, 3-ring binder
- Set of 13 dividers
- College Ruled Paper
- Pens/Pencils
- Colored Pencils
- School Issued Chromebook
- Headphones for the Chromebook

NGSS Standards

- HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins that carry out the essential functions of life through systems of specialized cells.
- HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
- HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

General Expectations

- Students will prepare for class discussions, labs, and activities by reading the assigned text prior to class.
- Students may have additional homework to practice the topics learned in class or to extend their thinking. These will often be collected and/or checked the following day.
- Some dissections are included in this curriculum. Students are expected to at least be able to watch the dissection, even if they don't feel comfortable using the tools.

Missed Work

- Students missing class are not exempt from homework/classwork (check Google Classroom) for that day. They should provide this homework and the scheduled homework upon returning to class. If this is not possible, arrangements should be made with the teacher for a make-up schedule.
- Labs or class activities that are missed due to an absence can be made up or exempted depending on circumstances. The student must clarify with the teacher to determine whether the assignment should be completed or exempted.
- Multiple absences will have a detrimental effect on a student's classwork grades.

Grading Section Break (Continuous)

- |                        |                                       |
|------------------------|---------------------------------------|
| 45% Tests              | 35% Homework                          |
| -Regular chapter tests | -Textbook questions and/or worksheets |
| -Projects              | -Labs and Other Classwork             |
| -Midterm Exam          | -In-class procedures                  |
| -Final Exam            | -Discussion Questions/Lab Report      |
|                        | 20% Cumulative Final Exam             |

→ → A final exam exemption/incentive program has been developed to promote good attendance, positive behavior, and exemplary academic achievement in high schools. During semester final exam days, Peach County High School students will be offered the opportunity to exempt their final exams. To be eligible to participate in the Incentive Program, you must meet the following criteria:

- A student with a grade of 90 or higher in a class at the end of the semester.
- five (5) or fewer unexcused absences; AND, no more than (3) documented behavior

# Peach County High

## Healthcare Science—Introduction to Healthcare

### Course Syllabus

Teacher: Mrs. Kristine Spivey  
 Room Number: B11a  
 Email: kristine.spivey@peachschools.org  
 Phone Number: 478-825-8258

Course Description

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider.

Course Objectives: The students will...

1. Demonstrate employability skills required by business and industry.
2. Demonstrate safety practices.
3. Identify how key systems affect services performed and quality of care.
4. Develop a career plan.
5. Evaluate the impact of diversity and ethics on healthcare delivery.
6. Demonstrate understanding of the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting.
7. Identify and demonstrate the various methods of providing and obtaining information from patients, family members, other agencies, and other members of the healthcare team.
8. Practice preventive health behaviors personally and professionally.
9. Analyze different types of microorganisms and their defining characteristics to reduce the risk of infection or illness.
10. Demonstrate CPR, first aid, and the AED utilizing current standards.
11. Describe the stages of development from birth to adulthood.
12. Apply mathematical computations related to healthcare procedures.

Teaching Strategies

Include but are not limited to cooperative learning, role play, lecture, individual practice, independent study, whole class discussion, inquiry learning, demonstration, presentations, library research, internet research, computer lab, skills labs, academy related study trips, note taking, classroom job responsibilities and guest speakers

Introduction to Healthcare  
 "The Peach County School District does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices."

Internet Acceptable Use

Use of the Internet must be in support of education and research and consistent with the educational objectives of the Peach County Public School System. The use of the Internet is a privilege, not a right and inappropriate use will result in cancellation of those privileges.

Course Policy on Absences

1. Absences must be excused to make up assignments/tests.
2. Students are responsible for all class work and homework assignments missed.
3. All missed assignments (excused absences only) must be made up immediately (within 3 days) upon return to school.
4. It is the student's responsibility to ask for make up work/missed assignments.

Late Work

Students turn in work on time for full credit. Late work receives 70% credit; this is not a mastery issue. It is the student's responsibility to obtain late work after school.

Tardy Policy

If a student is late for class he/she will be marked "tardy" during roll call. Student admission to class requires a note from the attendance office. The student is responsible for any missed work due to being tardy.

Academic Integrity

While it is expected that students will discuss homework and classwork assignments, quizzes, tests, and exams are individual assignments. If academic integrity is violated, a grade of "0" is assigned.

Lost/Broken/Damaged Items

Subject to replacement cost as determined by APS, the school, teacher and/or other designated body are payable prior to high school graduation.

The teacher reserves the right to alter or change any part of this course syllabus to better suit the needs of the students.

Grading Scale

- 45% Major/Summative assessments (test, projects, essays and research papers)
- 35% Minor/Formative assessments (quizzes, daily work, and skills checks)
- 20% Final Exam

Exemption Policy

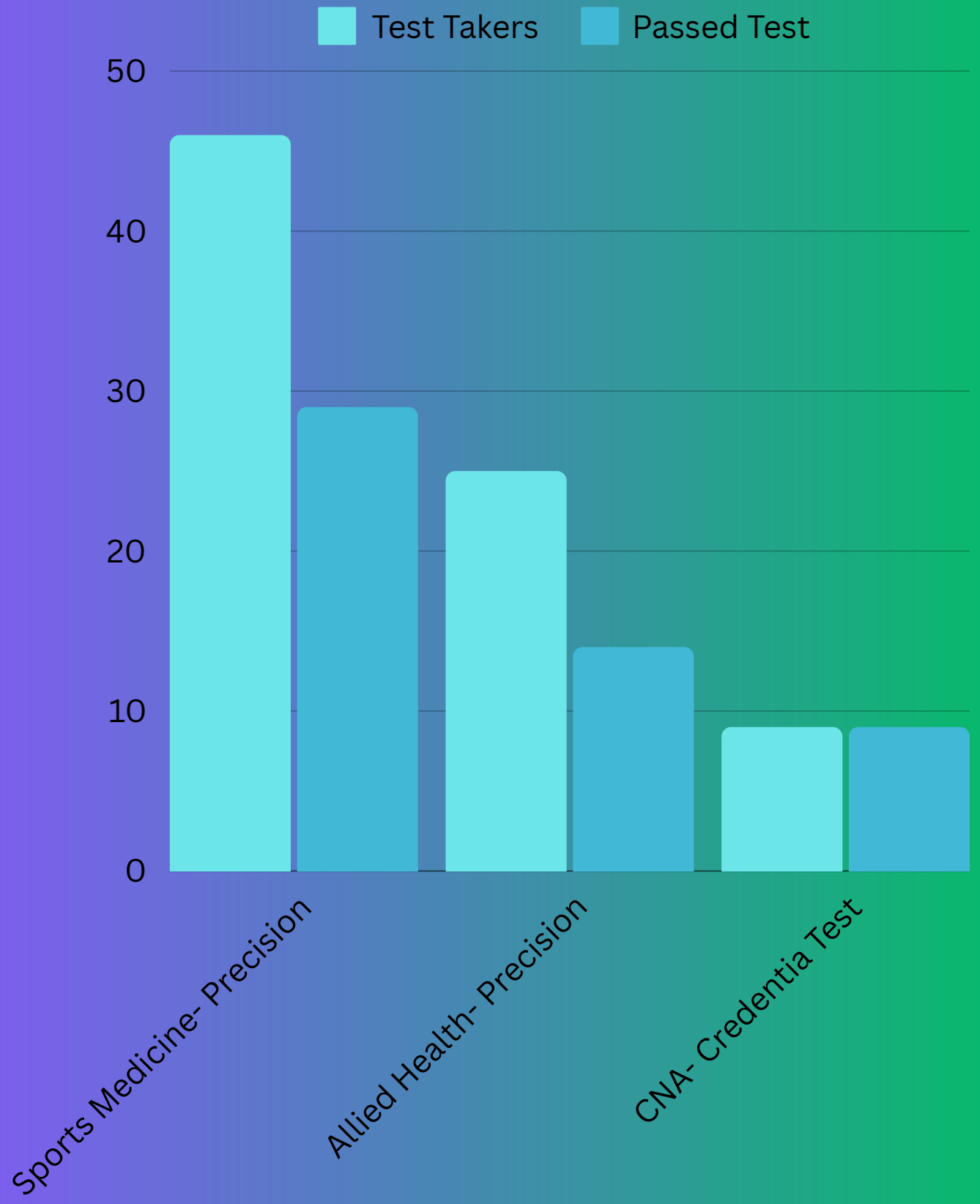
- Students must have an average of 90% or higher
- No Punishment that includes ISS (In school suspension)
- Policy subject to change per administration

Page Break

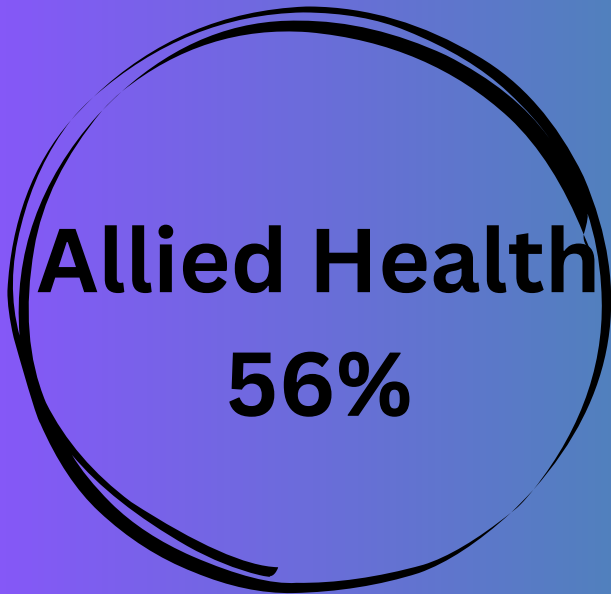
Introduction to Healthcare  
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# Pathway

## Completers FY23



# Testing Pass Rates



# Hometown Health University Certifications

**88% of healthcare  
students passed 2  
of the following  
courses**

**Students enrolled in  
Introduction to  
Healthcare, Essentials  
of Healthcare, Sports  
Medicine, and CNA in  
grades 9-12 completed  
the certificates.**

**Infection control-  
The Basics**

**Infection Control-  
Personal Protective  
Equipment**

**HIPAA  
Certificate**