



# Faiss Middle School Virtual Course Expectations

Dream... Believe... Soar to Achieve!

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Health 8 2020-2021

## I. COURSE DESCRIPTION:

This one quarter course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the health requirement for eighth-grade students.

## COURSE GOALS

1. To develop decision-making skills and strategies for assuming responsibility for individual health and safety. [NS: 5.8]
2. To evaluate health care services within the community in relation to individual wellness. [NS: 3.8, 8.8]
3. To examine proper nutrition and physical activity guidelines. [NS: 1.8, 6.8]
4. To recognize basic mental health issues and disorders among youth. [NS: 2.8]
5. To examine the structures, functions, and inter-relationships of human body systems.  
[NS: 1.8]
6. To investigate how substance abuse is mentally, physically, and socially harmful to one's self and others. [NS: 5.8, 7.8]
7. To explore the causes, symptoms, preventions, and treatments of various communicable and non-communicable diseases. [NS: 5.8, 7.8]
8. To investigate the biological, emotional, and social changes occurring throughout adolescence. [NS: 1.8, 2.8]
9. To understand the processes of human development and pregnancy. [NS: 1.8]
10. To determine the benefits of healthy relationships. [NS: 4.8]
11. To identify the various contraceptive methods with an emphasis on abstinence. [NS: 7.8]
12. To compare the symptoms, causes, prevention, and treatments of various sexually transmitted infections including HIV. [NS: 5.8, 7.8]

13. To demonstrate knowledge and skills needed for injury/violence prevention and minor injuries. [NS: 1.8]

14. To investigate various environmental and consumer health issues. [NS: 8.8]

**II. HOURS OF AVAILABILITY** – Office hours are Monday - Friday 8:20am - 8:55am. If a student needs extra help, I will be available in our class group meet for the entire 70 minutes. Once students are dismissed from our live sessions, they can rejoin the class google meet and I will be happy to help them.

**III. GRADING POLICY**

**A. DESCRIPTION OF GRADING PROCEDURES** – Students’ grades will be calculated based on the following categories and percentages:

- 80% Mastery [assessments]
- 20% In Progress [classwork/practice]

There will be 1 test retake allowed per unit / module. Use them wisely.

**B. BASIS FOR QUARTER AND SEMESTER GRADES** – The following will be utilized when assigning final grades for the quarter and the semester:

- 45 % Quarter Grade A
- 45 % Quarter Grade B
- 10 % Semester Exam

**GRADE SCALE**

ACADEMICS:	CITIZENSHIP:
100% - 90% = A 89%- 80% = B 79%- 70% = C 69%- 60% = D 59% or less= F	100 - 90 = Outstanding 89 - 70 = Satisfactory 69 – 50 = Needs Improvement 49 or less = Unsatisfactory  <b>** Point values recorded in Infinite Campus. Please see the Citizenship Rubric on Page 4.</b>

Please check infinite campus frequently for grade updates. Infinite campus updates grades immediately after I input grades. If you have any questions or concerns, please email me at [chaffsl@nv.ccsd.net](mailto:chaffsl@nv.ccsd.net)

**C. ATTENDANCE/FAILING GRADES/RETENTION ENFORCEMENT:**

Attending school on a regular basis is vital to academic success. Students who miss more than 10 unapproved absences in any course during a semester (18 weeks) may receive a failing semester grade for that course. An approved absence, as defined, is an unavoidable absence caused by illness, court appearances, religious holidays, and an emergency outside the control of the student or the student’s family, and/or a prearranged absence (not exceeding 10 in a school year).

A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to the seventh grade. A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to the eighth grade. A pupil who

enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school (CCSD regulation 5123).

**D. MAKE-UP PROCEDURES:**

Teachers shall provide an opportunity for a student to make up missed work due to any absence. When a student is absent, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through make-up work. All lesson presentations will be accessible in the Canvas modules daily lessons.

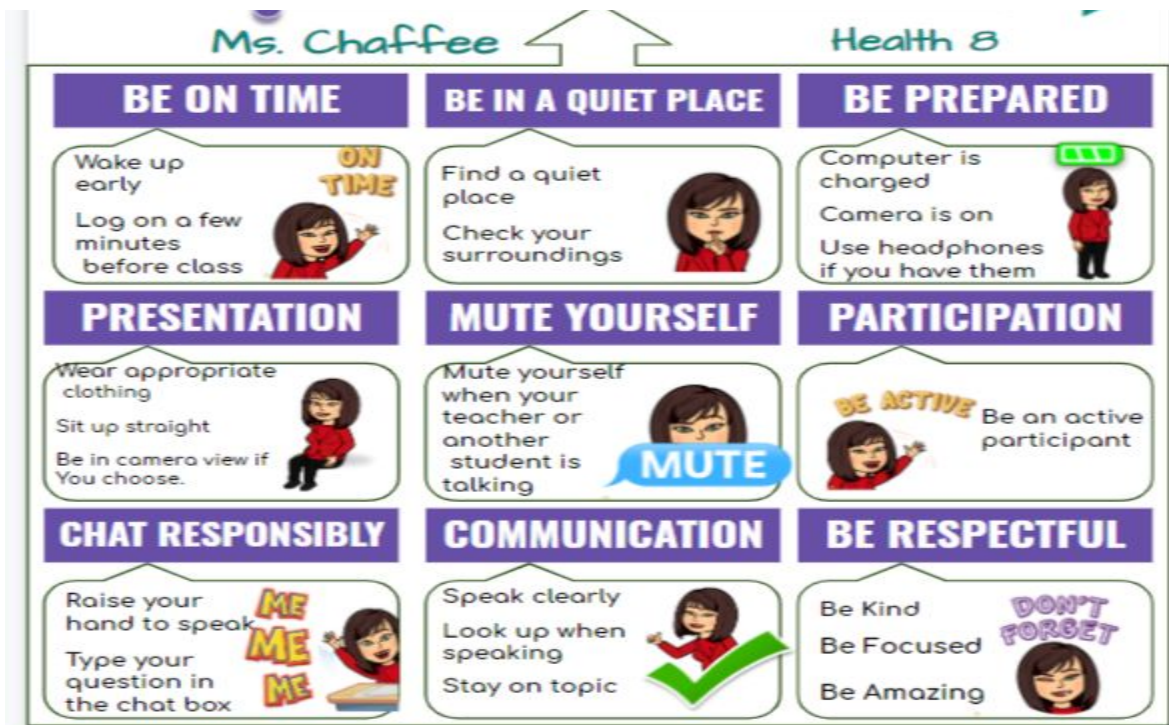
After any absence, a secondary student is required to initiate contact with his teacher(s) to obtain appropriate make-up work within three (3) school days immediately following the absence. Once contact has been made with the teacher(s), specific make-up work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The make-up work must be returned to the teacher(s) by the specified due date. Students shall be allowed a minimum of (3) three days to complete make-up work.

**IV. STUDENT PLANNERS/NOTEBOOKS** – Students will be encouraged to utilize the Calendar features available in Canvas in order to stay organized and aware of due dates for assignments and assessments within each of their courses.

**List of School Supplies:**

I recommend students have a spiral notebook and pencils to take notes during class.

**V. CLASSROOM RULES**



**A. FAISS FLYER 15**

All students will be expected to model the Faiss Flyer 15 at all times and be awarded points for their house for doing so.

1. When responding to any adult, you must answer by using their name and/or saying “Yes Ma’am/Sir” or “No Ma’am/Sir.”

2. Always say thank you when given something.
3. Surprise others by performing random acts of kindness.
4. Regardless of where you are on campus, keep it clean.
5. If someone drops something, offer to pick it up.
6. Be considerate of others and hold the door.
7. You are expected to learn and follow your teacher's classroom rules.
8. Make eye contact and track the speaker.
9. During discussions, respect other students' comments, opinions, and ideas.
10. Make every effort to be organized.
11. Always encourage your classmates to be successful.
12. When a guest teacher is present, greet them, make them feel welcome, and follow all classroom rules.
13. Be positive and enjoy life. A smile goes a long way.
14. Learn from your mistakes and move on.
15. No matter what the circumstance, always be honest.

## B. PROGRESSIVE DISCIPLINE PLAN

All teachers at Faiss Middle School will use the following progressive discipline plan (dependent upon similar infraction):

1. Teacher intervention
2. Teacher intervention with parent contact
3. Teacher intervention with parent contact
4. Referral to Office of Student Success

**VI. CITIZENSHIP** – Students will earn a citizenship grade for each quarter based on their behavior. Grades will be tracked each quarter in students' gradebooks on Infinite Campus. The following citizenship categories apply:

<i>Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, adherence to the Faiss Flyer 15 principles, and overall attitude. This rubric outlines the behavior and performance criteria for earning citizenship grades.</i>				
Expectations	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
<b>Be respectful to teacher.</b>	Treats teachers in a respectful manner. Stands to participate without reminders. Says "yes/no" and "Ma'am/Sir" consistently. Consistently tracks the speaker. Follows directions. Asks questions appropriately.	Usually treats teachers in a respectful manner. May need to be reminded to stand. Attempts to address with respect ("Ma'am/Sir"), but not 100%. Mostly tracks the speaker. Uses appropriate language with adults. May need reminders to follow directives.	Sometimes treats teacher disrespectfully. May need a reminder to be respectful and caring. Does not say "yes/no" "Ma'am/Sir" and is often not tracking the speaker. May occasionally use a rude tone or sarcasm with staff or exhibit mild insubordination.	Consistently treats teachers disrespectfully; moderate to severe chronic misbehavior in class; rude tone; insubordination and/or belligerence.
<b>Be respectful to classmates and guests.</b>	Encourages and helps others; cleans up after self and others; says please, thank you, may I; praises and encourages others; works well independently and cooperatively; does not tolerate bullying; brings supplies daily; shows good	Usually treats classmates respectfully. Cleans up only after self, but not others. Does not consistently use please, thank you, may I; mostly works well collaboratively; may occasionally borrow supplies, but usually has	Some misbehavior during class; sometimes treats classmates disrespectfully or exhibits inappropriate horseplay during class. Seat may be moved for misbehavior or peer conflict. Does not say please, thank you, may I;	Often treats class members in a negative way with put-downs, tone of voice, refusals or bullying; entices others to misbehave. Whines or complains about work aloud or otherwise lowers class morale.

	sportsmanship; opens doors for others; does not cut in line.	them; opens doors for others; does not cut in line.	may let down the collaborative team; comes to class unprepared; may be bossy towards others.	Poor group participation seat may be moved for misbehavior or peer conflict.
<b>Be the best you can be!</b>	Is on time, honest and positive, self-reflective upon their work, and submits the best work at all times. Does not leave class until dismissed.	Usually on time (1-2 tardies; does not submit 100% effort; may have no-name papers occasionally; occasionally may try to stand to leave class before dismissed.	Sometimes late (3-4 tardies; turns in work that is incomplete rather than requesting an extension; uses late passes often or may have missing/incomplete assignments; may try to stand to leave class before dismissal.	Often late (5 or more tardies), frequently turns in work that is incomplete or uses all late passes for the quarter; has missing/incomplete assignments; may try to stand to leave before class dismissal
<b>Apply metacognitive strategies.</b>	Uses 100% of class time to work. Completes classwork regularly. Sets goals and timelines for finishing work on time; monitors own self; self-redirects; advocates for self as needed; positively participates in class frequently; assess own work and others' honestly.	Completes most classwork; sets goals and timelines for finishing most work on time; monitors own work; may advocate for self; may occasionally participate in class; assess own work and work of others honestly.	Usually does not complete classwork. Sometimes listens and follows directions. Needs frequent reminders to remain on task. Does not participate appropriately (blurting out or creates off-task distractions); may not assess work honestly.	Academic apathy. Rarely does classwork. Disturbs and distracts others. May be sent to time-out location or office. Does not participate appropriately (blurting out or creating off-task distractions). May not assess work honestly.

**Faiss Middle School**  
**HEALT Course Expectations Parent Signature Sheet**  
**2020-2021**

Dear Parent/Guardian,

Hello, my name is Suzanne Chaffee and I will be your child's Health 8 teacher this year. **Please take a moment to read the attached course expectations and sign and complete this information sheet.** At some time during the year, I may find it necessary to contact you concerning your child's academic progress and/or behavior in the classroom. At Faiss MS, we look forward to communicating with families on a regular basis. The strongest ally I have in the classroom is YOU. Students do better in school when teachers and parents communicate proactively.

I look forward to having a successful year with all my students. If you have any questions or concerns, please feel free to contact me either by phone or email.

Thank you in advance for your support.

Sincerely,

**Suzanne Chaffee**

Student Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understand the course expectations for my class.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

PLEASE PRINT

Parent/Guardian's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

When is the best time to contact you at home? \_\_\_\_\_

May I contact you at work? If so, please complete below:

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Time \_\_\_\_\_ Phone \_\_\_\_\_