

2021-22 Scope & Sequence: Integrated Curriculum

Int. Math 1

Semester 1	# Sections	Months
IM1---Mod 1: Sequences	11	Sep
IM1---Mod 2: Linear and Exponential Functions	6	Oct
IM1---Mod 3: Features of Functions	7	Oct/Nov
IM1---Mod 4: Equations & Inequalities	6	Nov/Dec
Semester 2		
IM1---Mod 5: Systems of Equations & Inequalities	10	Jan/Feb
IM1---Mod 6: Transformations and Symmetry	7	Feb/Mar
IM1---Mod 7: Congruence, Constructions and Proof	6	Mar/April
IM1---Mod 8: Connecting Algebra to Geometry	6	April/May
IM1---Mod 9: Modeling Data		

Int. Math 2

Semester 1	Sections	Months
IM2---Mod 1: Quadratic Functions	7	Aug/Sep
IM2---Mod 2: Structures of Expressions	9	Oct
IM2---Mod 3: Quadratic Equations	11	Nov/Dec
Semester 2		
IM2---Mod 4: More Functions and More Features	7	Jan
IM2---Mod 5: Geometric Figures	9	Jan/Feb
IM2---Mod 6: Similarity and Right Triangle Trig	11	Feb/Mar
IM2---Mod 7: Circles from a Geometric Perspective	12	Mar/April
IM2---Mod 8: Circles and Other Conics	6	April/May
IM2---Mod 9: Probability		

Int. Math 3

Semester 1	Sections	Months
IM3---Mod 1: Functions and Their Inverses	5	Aug/Sep
IM3---Mod 2: Logarithmic Functions	5	Sep/Oct
IM3---Mod 3: Polynomial Functions	8	Oct/Nov
IM3---Mod 4: Rational Expressions and Functions	7	Nov/Dec
Semester 2		
IM3---Mod 5: Modeling with Geometry	8	Jan
IM3---Mod 6: Modeling Periodic Behavior	9	Feb
IM3---Mod 7: Trig Functions, Equations and Identities	6	March
IM3---Mod 8: Modeling with Functions	6	April
IM3---Mod 9: Statistics		

Int. Math 1-A

Semester 1	# Sections	Months
-------------------	-------------------	---------------

IM1---Mod 1: Sequences	11	Sep/Oct
IM1---Mod 2: Linear and Exponential Functions	6	Nov/Dec
Semester 2		
IM1---Mod 3: Features of Functions	7	Jan/Feb
IM1---Mod 4: Equations & Inequalities	4.1 to 4.3	Feb/Mar
IM1---Mod 9: Modeling Data	5 +	April/May

Int. Math 1-B

Semester 1	# Sections	Months
IM1---Mod 5: Systems of Equations & Inequalities	10	Sep/Oct
IM1---Mod 6: Transformations and Symmetry	7	Nov/Dec
Semester 2		
IM1---Mod 7: Congruence, Constructions and Proof	6	Jan/Feb
IM1---Mod 8: Connecting Algebra to Geometry	6	Mar/April
IM1---Mod 9: Modeling Data	5 +	April/May

Int. Math 2-A

Semester 1	Sections	Months
IM2---Mod 1: Quadratic Functions	7	Aug/Sept/Oct
IM2---Mod 2: Structures of Expressions	9	Nov/Dec
Semester 2		
IM2---Mod 3: Quadratic Equations	11	Jan/Feb/Mar
IM3---Mod 7: Trig Functions, Equations and Identities	6	April/May

Int. Math 2-B

Semester 1	Sections	Months
IM2---Mod 5: Geometric Figures	9	Aug/Sep
IM2---Mod 6: Similarity and Right Triangle Trig	11	Oct/Nov
IM2---Mod 9: Probability	3	Dec
Semester 2		
IM2---Mod 7: Circles from a Geometric Perspective	12	Jan/Feb
IM2---Mod 8: Circles and Other Conics	6	Mar/April
IM2---Mod 9: Probability	3	April/May

Statistics

Semester 1		Months
Chapter 1		Aug/Sep
Chapter 2		Oct/Nov
Chapter 5		Dec
Semester 2		
Chapter 7		Jan/Feb
Chapter 8		Mar/April
Chapter 9		April/May

College Algebra

Semester 1		Months
Chapter 1		Aug/Sep
Chapter 2		Oct

Chapter 3		Nov
Chapter 4		Dec
Semester 2		
Chapter 5		Jan/Feb
Chapter 6		Mar
Chapter 7		April
Chapter 8		May

Calculus I: Determined by BSU

Calculus II: Determined by BSU

Medical Terminology

Syllabus

Fall 2021

Prerequisites: Introduction to Health Professions.

Course Description: A body systems approach to theory and application of medical terms including anatomical, pathological, surgical, and diagnostic as well as appropriate abbreviations.

Instructor: Bowe von Brethorst E-mail:
vonbrethorstb@weiserschools.org

Text: *Introduction to Medical Terminology 2nd Edition* by Ann Ehrlich *Classroom Set Only*

Medical Dictionary Recommended of your Choice

Performance Objectives:

On completion of this course, the student will be able to:

1. Utilize prefixes, suffixes, and combining forms in medical terms.
2. Define commonly used prefixes and suffixes.
3. Recognize the importance of spelling medical terms correctly.
4. Pronounce medical terms correctly
5. Describe why caution is important when using abbreviations.

6. Identify body systems including the major functions and components.
7. Describe the major medical supplies.
8. Identify the terms used to describe the structures of cells, tissues and glands.
9. Apply knowledge of anatomy and physiology of body systems and associated common diseases/conditions.
10. Create medical terms, correctly spelled from selected prefixes, suffixes, and combining forms.
11. Identify and label the various body cavities.
12. Recognize, define and spell terms related to pathology and procedures of glands, tissue formation, genetic disorders and neoplasm.
13. Recognize, define and spell terms associated with pharmacology and basic examinations procedures.

Evaluation: 10-15 Chapter quizzes and Tests

Grading: Average of Test and quizzes per academic quarter. The quarter will be a Total 40% of the Semester Grade. The Semester Final will be a Total 20% of the Semester Grade. (See Below)

1st Quarter	40%
2nd Quarter	40%
Semester Final	20%
Total Semester Grade 100%	

Introduction to Health Professions

Class Instructor: Bowe von Brethorst

Text: *Classroom Set Only* *Health Science Goodheart-Willcox*

DESCRIPTION:

This course is designed to provide an orientation to the healthcare industry for students who are interested in a career in health care. Topics covered include career awareness, medical terminology, anatomy and physiology, universal precautions, growth and development, healthy life practices, career awareness, applied math, health care consumer/health care worker, communications in health care, legal and ethical responsibilities, safety/emergency procedures, job seeking and keeping skills, and body mechanics/kinetics. Orientation to Health Occupations is a two-semester class, which meets daily for one class period. It is an introductory health occupations class that prepares students for Medical Terminology, EMT-Basic, CNA, or Web-Based Pharmacy Technician Course.

INTRODUCTION:

Occupational experts have identified the skills, knowledge, and attitudes required for successful entry into the healthcare field and/or post-secondary health occupational study. The orientation to health occupations course provides an opportunity for students to explore health career options while gaining basic skills, knowledge, and attitude through classroom experiential bases upon which to make sound career decisions.

Business leaders have identified job readiness competencies that are characteristic of successful and productive workers. These include skills in the areas of math and computation, communications, interpersonal relationships, teamwork, personal management, employability, applied science, English, problem-solving, critical thinking, computer application leadership, change process, and cultural awareness/diversity. These competencies are integrated throughout the curriculum.

Students will meet course competencies through a combination of class lectures, discussions, individual and team projects, and field experience within the community.

INSTRUCTIONAL METHOD:

Classroom lectures, discussions, guest speakers, and lab.

GOALS AND OBJECTIVES:

The goals of this course are to prepare students for post secondary training and/or entry level positions in the healthcare field through:

- ♦ Gaining an understanding of health care delivery systems and philosophy
- ♦ Learning basic medical terminology
- ♦ Learning the fundamentals of anatomy and physiology
- ♦ Learning safety/emergency procedures and universal precautions.
- ♦ Gaining an understanding of ethics, legal responsibilities, and professional work practices.
- ♦ Gaining practical work experience in a healthcare setting.

Students will accomplish the following objectives:

1. Identify the different components that make up the healthcare industry.
2. Evaluate his/her personal characteristics, interests, and potential as a future health care worker.
3. Demonstrate the use of medical terminology and abbreviations in reading, speaking, interpreting, and writing simulated medical records.
4. Identify and describe selected health careers in terms of the educational requirements, starting salary, personal qualities, and pros/cons of each career.
5. Demonstrate knowledge and understanding of the systems of the body:
 - a. Cells/Tissues/Anatomical Cavities
 - b. Circulatory System
 - c. Respiratory System
 - d. Muscular System
 - e. Skeletal System
 - f. Integumentary System
 - g. Endocrine System
 - h. Reproductive System
 - i. Nervous/Sensory System
 - j. Urinary System
 - k. Digestive System
6. Will understand and observe universal precautions during fieldwork.
7. Identify the roles of the health care consumer and the health care worker.
8. Identify and adhere to the legal and ethical responsibilities of health care workers.
9. Demonstrate proficiency in safety and emergency procedures in health care.
10. Demonstrate and consistently practice job seeking/job keeping skills.
11. Demonstrate knowledge of body mechanics and body kinetics.
12. Identify and Demonstrate Career Readiness.

GRADE:

The student's grade will be determined by an average of tests and Daily assignments per quarter. Each quarter will count for 40% of semester grade with the Semester Final counting as 20%.

1st Quarter	40%
2nd Quarter	40%
Semester final	20%
Semester Grade	100%

Medical First Responder Syllabus 21

Prerequisites: Introduction to Health Professions

Course Description: A systematic Approach to Identify and Treat Life Threats.

Class Instructor: Bowe von Brethorst

Text: *Not required* Any First Responder Text would work*

The student will learn about Medical Terminology, Human Anatomy & Physiology, Lifespan Development, Pathophysiology, and many other medical subjects. As well as practical skills for various patient care situations. The student will use this information, patient assessment, and critical-thinking skills to care for simulated patients in the classroom setting. This course is designed to challenge the Medical First Responder student to consider their roles & responsibilities, evaluate the care provided to patients and discover the why behind the care. This is designed to prepare the student to care for sick, wounded, or otherwise incapacitated persons.

New Evidence-based medicine is featured throughout the course, including (but not limited to):

- Oxygen Administration
- Bleeding Control
- Use of Spinal Backboard
- Resuscitation

Topics covered in this course are:

- Introduction to EMS Systems
- Legal and Ethical Principles of Emergency Care
- Wellness and Safety of the Emergency Medical Responder
- Introduction to Medical Terminology, Human Anatomy & Physiology, Lifespan Development, and Pathophysiology
- Principles of Pharmacology
- Principles of Lifting, Moving, and Positioning of Patients
- Principles of Effective Documentation & Communication
- Principles of Airway Management, Ventilation and Oxygen Therapy
- Principles of Patient Assessment, Obtaining Medical History, Vital Signs and Monitoring Devices

- Principles of Resuscitation
- Caring for Cardiac, Respiratory and other Common Medical Emergencies
- Caring for Environmental Emergencies
- Caring for Soft-Tissue Injuries & Bleeding, Recognition, and Care of Shock?
- Caring for Muscle & Bone Injuries, Head & Spine Injuries and Chest & Abdominal Emergencies
- Care During Pregnancy and Childbirth
- Caring for Infants and Children
- Special Considerations for the Geriatric Patient
- Introduction to EMS Operations and Hazardous Response, Multiple-Casualty Incidents, the Incident Command System, and Triage
- Air Medical Transport Operations
- Introduction to Terrorism Response and Weapons of Mass Destruction

Grading:

1st Quarter-Classroom work	40%
2nd Quarter-Classroom work	40%
Semester Final	20%
Total Grade	100%

Class Schedule: Subject to change

Course Syllabus

Course: Emergency Medical Technician

Instructor: Bowe von Brethorst

Test: *Emergency Care, Pearson 13th Edition or Higher*

Any EMT-B Textbook will work if in the last 5 years

Class Description: Pre-requisite-Completion of Introduction into Health Occupations with a course grade of B or better and instructor approval prior to registration. It's highly recommended completing Medical Terminology prior to Class Registration. Classroom time is spent focusing in basic emergency care, and those skills required for future careers in the Health Professions. Students will experience a variety of emergency settings throughout the school year including hands-on care, with the possibility of ride-along with a local Ambulance Service. The student will have an opportunity to obtain the information required to pass the Basic National EMT exam.

Goals: The learner will demonstrate basic knowledge and skills in the following areas:

Role and Responsibility of the EMT, Communication and teamwork, Safety, Universal Precautions, CPR, AED usage, Personal Care procedures, Airway Management, Patient Assessments, Shock & Resuscitation, Respiratory Emergencies, Other Emergencies related to Burns , Trauma, Environment, MCI, OB-Gyn, Pediatrics, ALS assist skills, HAZ-Mat, Vehicle Operations.

Materials Needed: Paper, Pen, 3-ring notebook,

Optional Materials: Internet Access with a device to prepare and study for year-end Idaho CTE EMT-Basic Assessment.

Class Requirements: Passing grade of 80 % on academic materials and demonstration of proficiency in technical skills as required by IDAHO EMS and based on the National Registry of EMT's. The minimum standard of 10 scenario-based assessments. Successful completion of any additional required activities, assignments, or expectations set during the course of the Academic Year.

Class expectations: Each student enrolled in this class will participate fully in all aspects of Academic and Skill training. Each student that completes this course will take the Web-Based Idaho CTE EMT-Basic Assessment.

Class Schedule: Subject to change

INTRODUCTION TO ART

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext.

146

Welcome to Introduction to Art! This class will teach you the basics of observing, creating, and discussing art. In the studio, you'll have the opportunity to explore many different art mediums, genres, and topics through artmaking!

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Studio Etiquette: Art thrives in safe, positive, and productive spaces. Your attitude, behavior, and practices impact your success!

- Students are expected to respect themselves, their peers, their teachers, their classroom, and all artwork and artmaking tools in the classroom. Bullying, gossip, vulgar language, and inappropriate comments are never welcome in the studio and will be dealt with according to the situation. Vandalism and/or destruction of peers' artwork will be met with serious consequences.
- Students will be expected to clean up their tools and workspace at the end of each day. If a student fails to do so, they will make up for it by completing a classroom chore the next day.
- Students will be expected to use art tools and materials safely and responsibly. If a student breaks a tool, they will be held responsible for fixing or replacing it. Tool abuse will result in a grade reduction or detention.
- Students are expected to use time in class wisely. Homework will be rarely assigned, and ample studio time in class will be provided for students to work on projects. Some students may need to find time outside of class to work on projects.

EVERY DAY IN CLASS

- Come into class prepared (don't forget your sketchbook!)
- Arrive in assigned seats
- Stay productive during studio time
- Begin cleanup 5 minutes before the bell

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. to look for references or to conduct research for your projects.

Backpacks & Stuff: If you are unable to store your backpacks, coats, and equipment in your locker, please make sure to place them under your table or alongside the wall so that your peers do not trip on them.

Art Subjects: You will have the opportunity to express yourself in many ways, through your artwork, and in your sketchbook. Please ensure that the art you create is school-appropriate. If you are not 100% sure that your idea is safe for school, please consult me before you move forward!

Plagiarism: Your projects must be built upon your concepts or ideas, or they must be “inspired” by someone else’s ideas. If it is found that your work is not original, you will receive a zero.

GRADING

Students will be challenged to go above and beyond with their artwork. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond. Each art project is worth 100 points: 70 points for the project, 15 points for self-assessment and/or critique, and 15 points for sketchbook notes. Quarterly tests will be worth 50 pts.

Late work will be graded as a zero until it is turned in.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

INTRODUCTION TO PAINTING

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext.

146

Welcome to Introduction to Painting! This class will teach you the basics of observing, creating, and discussing art. In the studio, you'll have the opportunity to explore many different painting mediums, genres, and topics through artmaking!

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Studio Etiquette: Art thrives in safe, positive, and productive spaces. Your attitude, behavior, and practices impact your success!

- Students are expected to respect themselves, their peers, their teachers, their classroom, and all artwork and artmaking tools in the classroom. Bullying, gossip, vulgar language, and inappropriate comments are never welcome in the studio and will be dealt with according to the situation. Vandalism and/or destruction of peers' artwork will be met with serious consequences.
- Students will be expected to clean up their tools and workspace at the end of each day. If a student fails to do so, they will make up for it by completing a classroom chore the next day.
- Students will be expected to use art tools and materials safely and responsibly. If a student breaks a tool, they will be held responsible for fixing or replacing it. Tool abuse will result in a grade reduction or detention.
- Students are expected to use time in class wisely. Homework will be rarely assigned, and ample studio time in class will be provided for students to work on projects. Some students may need to find time outside of class to work on projects.

EVERY DAY IN CLASS

- Come into class prepared (don't forget your sketchbook!)
- Arrive in assigned seats
- Stay productive during studio time
- Begin cleanup 5 minutes before the bell

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. to look for references or to conduct research for your projects.

Backpacks & Stuff: If you are unable to store your backpacks, coats, and equipment in your locker, please make sure to place them under your table or alongside the wall so that your peers do not trip on them.

Art Subjects: You will have the opportunity to express yourself in many ways, through your artwork, and in your sketchbook. Please ensure that the art you create is school-appropriate. If you are not 100% sure that your idea is safe for school, please consult me before you move forward!

Plagiarism: Your projects must be built upon your concepts or ideas, or they must be “inspired” by someone else’s ideas. If it is found that your work is not original, you will receive a zero.

GRADING

Students will be challenged to go above and beyond with their artwork. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond. Each art project is worth 100 points: 70 points for the project, 15 points for self-assessment and/or critique, and 15 points for sketchbook notes. Quarterly tests will be worth 50 pts.

Late work will be graded as a zero until it is turned in.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

DRAWING I

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext. 146

Welcome to Drawing I! This class will give you the opportunity to refine your drawing practices, while you explore new methods and techniques. In the studio, you'll have the opportunity to explore many different drawing mediums, genres, and topics through artmaking!

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Studio Etiquette: Art thrives in safe, positive, and productive spaces. Your attitude, behavior, and practices impact your success!

- Students are expected to respect themselves, their peers, their teachers, their classroom, and all artwork and artmaking tools in the classroom. Bullying, gossip, vulgar language, and inappropriate comments are never welcome in the studio and will be dealt with according to the situation. Vandalism and/or destruction of peers' artwork will be met with serious consequences.
- Students will be expected to clean up their tools and workspace at the end of each day. If a student fails to do so, they will make up for it by completing a classroom chore the next day.
- Students will be expected to use art tools and materials safely and responsibly. If a student breaks a tool, they will be held responsible for fixing or replacing it. Tool abuse will result in a grade reduction or detention.
- Students are expected to use time in class wisely. Homework will be rarely assigned, and ample studio time in class will be provided for students to work on projects. Some students may need to find time outside of class to work on projects.

EVERY DAY IN CLASS

- Come into class prepared (don't forget your sketchbook!)
- Arrive in assigned seats
- Stay productive during studio time

- Begin cleanup 5 minutes before the bell

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. to look for references or to conduct research for your projects.

Backpacks & Stuff: If you are unable to store your backpacks, coats, and equipment in your locker, please make sure to place them under your table or alongside the wall so that your peers do not trip on them.

Art Subjects: You will have the opportunity to express yourself in many ways, through your artwork, and in your sketchbook. Please ensure that the art you create is school-appropriate. If you are not 100% sure that your idea is safe for school, please consult me before you move forward!

Plagiarism: Your projects must be built upon your concepts or ideas, or they must be “inspired” by someone else’s ideas. If it is found that your work is not original, you will receive a zero.

GRADING

Students will be challenged to go above and beyond with their artwork. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond. Each art project is worth 100 points: 70 points for the project, 15 points for self-assessment and/or critique, and 15 points for sketchbook notes. Quarterly tests will be worth 50 pts.

Late work will be graded as a zero until it is turned in.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

DRAWING II

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext. 146

Welcome to Drawing III! This class will give you the opportunity to refine your drawing skills, define your artistic style, and curate your own portfolio. In the studio, you'll be challenged to define what kind of art you create, what your style is, and what you hope to communicate through your art.

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Studio Etiquette: Art thrives in safe, positive, and productive spaces. Your attitude, behavior, and practices impact your success!

- Students are expected to respect themselves, their peers, their teachers, their classroom, and all artwork and artmaking tools in the classroom. Bullying, gossip, vulgar language, and inappropriate comments are never welcome in the studio and will be dealt with according to the situation. Vandalism and/or destruction of peers' artwork will be met with serious consequences.
- Students will be expected to clean up their tools and workspace at the end of each day. If a student fails to do so, they will make up for it by completing a classroom chore the next day.
- Students will be expected to use art tools and materials safely and responsibly. If a student breaks a tool, they will be held responsible for fixing or replacing it. Tool abuse will result in a grade reduction or detention.
- Students are expected to use time in class wisely. Homework will be rarely assigned, and ample studio time in class will be provided for students to work on projects. Some students may need to find time outside of class to work on projects.

EVERY DAY IN CLASS

- Come into class prepared (don't forget your sketchbook!)
- Arrive in assigned seats
- Stay productive during studio time

- Begin cleanup 5 minutes before the bell

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. to look for references or to conduct research for your projects.

Backpacks & Stuff: If you are unable to store your backpacks, coats, and equipment in your locker, please make sure to place them under your table or alongside the wall so that your peers do not trip on them.

Art Subjects: You will have the opportunity to express yourself in many ways, through your artwork, and in your sketchbook. Please ensure that the art you create is school-appropriate. If you are not 100% sure that your idea is safe for school, please consult me before you move forward!

Plagiarism: Your projects must be built upon your concepts or ideas, or they must be “inspired” by someone else’s ideas. If it is found that your work is not original, you will receive a zero.

GRADING

Students will be challenged to go above and beyond with their artwork. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond. Each art project is worth 100 points: 70 points for the project, 15 points for self-assessment and/or critique, and 15 points for sketchbook notes. Quarterly tests will be worth 50 pts.

Late work will be graded as a zero until it is turned in.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

CERAMICS

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext.

146

Welcome to Ceramics! This class will teach you basic ceramic methods. In the studio, you'll have the opportunity to practice hand-building, glazing, and many more techniques while creating your own ceramic artworks.

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Studio Etiquette: Art thrives in safe, positive, and productive spaces. Your attitude, behavior, and practices impact your success!

- Students are expected to respect themselves, their peers, their teachers, their classroom, and all artwork and artmaking tools in the classroom. Bullying, gossip, vulgar language, and inappropriate comments are never welcome in the studio and will be dealt with according to the situation. Vandalism and/or destruction of peers' artwork will be met with serious consequences.
- Students will be expected to clean up their tools and workspace at the end of each day. If a student fails to do so, they will make up for it by completing a classroom chore the next day.
- Students will be expected to use art tools and materials safely and responsibly. If a student breaks a tool, they will be held responsible for fixing or replacing it. Tool abuse will result in a grade reduction or detention. Throwing clay will result in a zero for the project.
- Students are expected to use time in class wisely. Homework will be rarely assigned, and ample studio time in class will be provided for students to work on projects. Some students may need to find time outside of class to work on projects.

EVERY DAY IN CLASS

- Come into class prepared (don't forget your sketchbook!)
- Arrive in assigned seats
- Stay productive during studio time
- Begin cleanup 8 minutes before the bell

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. to look for references or to conduct research for your projects. Stow away devices when working with clay; silica dust and clay residue will damage them.

Backpacks & Stuff: If you are unable to store your backpacks, coats, and equipment in your locker, please make sure to place them under your table or alongside the wall so that your peers do not trip on them.

Art Subjects: You will have the opportunity to express yourself in many ways, through your artwork, and in your sketchbook. Please ensure that the art you create is school-appropriate. If you are not 100% sure that your idea is safe for school, please consult me before you move forward!

Plagiarism: Your projects must be built upon your own concepts or ideas, or they must be "inspired" by someone else's ideas. If it is found that your work is not original, you will receive a zero for the project.

GRADING

Students will be challenged to go above and beyond with their artwork. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond. Each art project is worth 100 points: 70 points for the project, 15 points for self-assessment and/or critique, and 15 points for sketchbook notes. Quarterly tests will be worth 50 pts.

Late work will be graded as a zero until it is turned in.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

YEARBOOK STAFF

Miss Stansbery · stansberym@weiserschools.org · Room 12 · (208) 414-2595 ext. 146

Welcome to the WHS Yearbook Staff! As a part of the yearbook staff, you will work together as a team to create the 2022 WHS Yearbook. Through this experience, you'll build your professional repertoire by acting as a graphic designer, photographer, journalist, and/or social media marketer.

EXPECTATIONS

Attendance: Students are expected to come into class on time every day. If a student misses all or part of a class, they will be responsible for collecting missed work and notes.

Tardies: Weiser High School does not tolerate tardy attendance to class without an excuse. If students do not arrive at class on time, they must check in to the office and make up for class time in the library. Students will be responsible for collecting all missed work and notes.

Be Respectful: Students are expected to respect themselves, their peers, their teachers, their classroom, and all yearbook tools & hardware.

Bullying, gossip, vulgar language, and inappropriate comments are never welcome and will be dealt with according to the situation.

CLASSROOM POLICIES

Devices: Please only use school computers, tablets, etc. for yearbook purposes. Use your time in class wisely—we are on a tight deadline!

Representation: Your yearbook is a reflection of the WHS community. Keep all social media posts and photography school-appropriate! If you aren't 100% sure if your content is school-appropriate, please consult me before posting it.

Plagiarism: Your writings and designs must be your own, or they must be inspired by someone else's ideas. When incorporating someone else's work, practice Copyright care--ensure that the creator has permitted you to use their image. Plagiarism is theft; if it is found that your work isn't original, you will receive a zero for the project.

GRADING

Students will be challenged to go above and beyond with their work. Complete work can receive a good grade, but top marks will be awarded to work that goes above and beyond.

Students on the Yearbook Team will be expected to attend school events to photograph and record events for the yearbook. Your grade will depend on your participation and your contributions. Social media posts and short writings are worth 15 points. Photography and Indexing are worth 25 points. Page spreads and long writings are worth 50 pts.

Weiser High School uses the following grading standard for all courses.

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: BELOW 60%

I: INCOMPLETE

Intro to Ag Business I Syllabus 2021-22

Mrs. Matthews

Course Overview To introduce the students to a broad sampling of what agriculture encompasses and the tenets of FFA

Contact matthewsp@weiserschools.org; 208-414-2595, x136

Office Location Weiser High School Ag Shop/Greenhouse

Required Materials Notebook, writing utensil, Chromebook

Course Outline First semester will include an introduction to the agricultural industry, including student perception of agriculture, its applications, and career opportunities. This course includes plant and animal science, agriculture mechanics, leadership, communications, personal finance and FFA.

Second semester is an introduction to livestock management. This includes principles of animal production and management. We will explore health, evaluation, selection, feeding and management of dairy & beef cattle, swine, sheep, poultry, horse and small animals. The poultry unit will include hatching eggs, constructing a brooder and learning how to care for the chicks hatched. The ag department maintains a chicken house of 6 hens to give students the continued opportunity to observe and care for the animals. There will be research of different breeds of livestock within each species and speeches will be required. Intro to Ag Business I and Ag Business II combined count as the speech requirement for graduation. Speeches will be a minimum of 1 minute in the beginning of the year and culminate in a 5-7 minute speech for the final speech.

Homework While the majority of work will be done in class, there will be times lab reports and research projects will need to be finished outside of class hours. Work is expected to be completed and turned in by the due date, unless prior arrangements have been made.

Missed work due to absences The student handbook says students are allowed 1 day plus the number of days out to complete and turn in work. For example, if a student is absent Monday and returns Tuesday, work is due on Thursday.

Resources used: ICEV, Colorado FFA Ag Ed Curriculum, U of I Ag and Extension Ed Curriculum, Idaho State Career Technology Standards

Horticulture Syllabus 2021-22

Mrs. Matthews

Course Overview	To introduce the students to a broad sampling of what horticulture encompasses
Contact	matthewsp@weiserschools.org; 208-414-2595, x136
Office Location	Weiser High School Ag Shop/Greenhouse
Required Materials	Notebook, writing utensil, Chromebook

Course Outline The following topics will be covered during this class: Elementary study of soils, soil fertility & conservation, plant anatomy, growth & development, basic plant processes, plant identification, diseases & pests, and biotechnology. There will also be class projects and labs. These will vary widely and include seeding, transplanting, propagation, use of color wheels and sales & marketing.

Fall semester will mainly consist of soils, plant anatomy, growth and development in the classroom. We will be starting, transplanting and selling mums and poinsettias in the greenhouse, which will entail developing an advertising campaign for sales. Students will also design and plant an ornamental garden. This will require learning names, growing condition requirements and viability in our climate of ornamental plants, as well as soil testing and amendments to the soil to control growth and development of selected plants.

Spring semester we will cover plant reproduction and performing labs comparing sexual (pollination) to asexual (cuttings, runners, buds, bulbs, tubers) using succulents, geraniums and mums. Students will be expected to choose a seed to raise for the annual plant sale, care for it, including planting, transplanting, fertilizing strength/schedule and have it ready to sell by the planting date. Students will also be assigned a group of hanging baskets. They are expected to choose the correct plugs based on their assigned basket type, plant the baskets, care for them (including fertilizing strength/schedule) and have baskets ready to sell by the planting date.

Homework While the majority of work will be done in class, there will be times lab reports and research projects will need to be finished outside of class hours. Work is expected to be completed and turned in by the due date, unless prior arrangements have been made.

Missed work due to absences The student handbook says students are allowed 1 day plus the number of days out to complete and turn in work. For example, if a student is absent Monday and returns Tuesday, work is due on Thursday.

Resources used: ICEV, Colorado FFA Ag Ed Curriculum, U of I Ag and Extension Ed Curriculum, Idaho State Career Technology Standards

Residential Carpentry Level I (TI 1101)

COURSE OVERVIEW

Residential Carpentry 1 is a hands on class that focuses on the core skills that a carpenter must have in their skill set. Some of the core skills are: safety, construction math, hand tools, power tools, blue print reading, basic floor – wall – roof framing. The year will be filled with projects that pertain to the subjects that we are covering.

Textbook: Modern Carpentry (Wagner/Smith)

CTE Idaho State Standards: <https://cte.idaho.gov/?s=standards>

Course Objectives

1st Semester: (40% of the 1st semester grade)

1. To understand and demonstrate how to measure.
2. To understand and demonstrate general shop safety.
3. To understand and demonstrate the safe use of hand tools.
4. *To understand and demonstrate basic math skills in the construction field.*
5. To understand and demonstrate the safe use of power tools.

Projects: 1st Semester

1. Squaring a board. (hand tools)
2. Boomerang (power tools)
3. Stool. (power tools)
4. Pen. (lathe)

Tests / Benchmarks: 1st Semester

#1 Measuring & General shop safety.

#2 Hand tools & Drill press.

#3 Band saw, scroll saw, Bernoulli, & Fractions.

#4 PMB, Jointer, & Table saw.

#5 Lathe.

Final Exam 1st Semester: 20% of the 1st semester grade.

- Covers everything from the first semester. (nothing new)

2nd Semester: (40% of the 2nd semester grade)

1. *To understand and demonstrate basic drawing/drafting.*
2. *To understand and demonstrate basic skill in blue print reading.*
3. *To understand and demonstrate how to use an architect scale / scaling.*
4. *To understand and demonstrate how draw a basic set of plans for a structure.*
5. *To understand and demonstrate basic framing in floors, walls, and roofs.*

Projects: 2nd Semester

1. Paper box challenge.
2. Dog House

Tests / Benchmarks: 1st Semester

#6 Blue prints & scaling.

#7 Floor, wall, & roof parts.

Final Exam 2nd Semester: 20% of the 2nd semester grade.

- Covers everything from the first semester. (nothing new)

Points.

- | | |
|---------------------|---------------|
| • Weekly work grade | 10 pts. |
| • Projects | 20 - 100 pts. |
| • Quizzes | 5 pts. |
| • Tests | 50 pts. |

Future Notes

Carpentry II Shed projects on campus. OSHA 10 training.

Carpentry III Construct large projects in the community, little to no bookwork.

Weiser High School CTE AUTOMOTIVE TECHNOLOGY

Program Syllabus 2021-22

AT-I (3 Classes) Halderman Automotive Technology Fifth Edition, 2016

Semester 1 ~17 Weeks

- 1st Week: Class Introduction, H.I.R.E.D. Scores, Rules and Policies
- 2 Weeks: Shop Safety, Automotive History
- 3 Weeks: Tool Use, Tool Identification, Tool Maintenance, Tool Safety
- 3 Weeks: Automotive Professionalism, Career Development, Basic Mechanical Math
- 4 Weeks: Wheels and Tires: Mounting, Balancing, Maintenance and Diagnosis.
- 3 Weeks: Vehicle Purchase, Ownership, Maintenance, Selling Ethics and Responsibility
- 1 Week: Finals, Tests, Catch up, Shop Clean up

Semester 2 ~19 Weeks

- 6 Weeks: Engine Mechanical, Theory, Anatomy, Vocabulary, Shop Time: Tear down and Rebuild an Engine
- 6 Weeks: Lubrication and Cooling Systems, Shop Time: Oil Change Services and Cooling System Flush Services
- 6 Weeks: Basic Electrical, Introduction to Electricity, Current Identification, Basic Measurements, Diagram Reading, Shop Time: Basic Electrical Diagnosis
- 1 Weeks: Finals, Catch up, Testing, Clean up

AT-II (1 Class) Halderman Automotive Technology Fifth Edition, 2016

Semester 1 ~17 Weeks

- **1st Week: Class Introduction, H.I.R.E.D. Scores, Rules and Policies**
- **1 Week: Tool, Equipment, and Safety Certifications**
- **6 Weeks: Advanced Electrical Theory and Diagnosis, Shop Time: Charging and Starting Systems**
- **2 Weeks: Heavy Line Shop Time: Class Projects in Shop, Team Leadership Exercises**
- **6 Weeks: Basic Engine Performance, Diagnostics, Fuel and Ignition Systems, OBDII**
- **1 Week: Finals, Catch up, Testing, Clean up**

Semester 2 ~19 Weeks

- **9 Weeks: Steering, Suspension and Alignment Systems, Shop Time: Rebuild Struts, Diagnose Suspension and Steering System Failures, Perform Alignments**
- **9 Weeks: Braking Systems, Part Identification and Function, Hydraulic Principles, ABS Diagnosis, Shop time: Disc and Drum Service and Repair, Lathe Resurfacing, System Bleeding**
- **1 Week: Finals, Catch up, Testing, Clean up**

AT-III (1 Class) Halderman Automotive Technology Fifth Edition, 2016

Semester 1 ~17 Weeks

- 1st Week: Class Introduction, H.I.R.E.D. Scores, Rules and Policies
- 1 Week: Tool, Equipment, and Safety Certifications
- 6 Weeks: Heating, Air Conditioning and Ventilation, Theory and Operation, Diagnosis and Repair, Shop Time: Recovery and Charging, Leak Diagnosis, Electrical Diagnosis, Pressure Diagnosis and Repair, Ventilation Control Diagnosis and Repair
- 6 Weeks: Automatic Transmission, Theory and Operation, Components and Vocabulary, Shop Time: Full Tear down and Rebuild on Transmission, System Diagnostics, Transmission Flushes.
- 2 Weeks: Student Projects
- 1 Week: Finals, Catch up, Testing, Clean up

Semester 2 ~19 Weeks

- 9 Weeks: Advanced Engine Performance, OBDII Diagnostics, Fuel, Ignition and Forced Air Induction, Misfire, Data Stream, Mode 6, LEVII, EVAP, EGR, MVIR, VVT-I, MPFI, SFI, DPFI, Shop Time: Check Engine Light and Performance Diagnostics
- 4 Weeks: SRS and AirBag Safety and Restraint Systems, Anatomy and Theory, History of Safety and Restraint Systems, Shop Time: Blow up a Air-Bag, Diagnose Airbag related Faults, Repair SRS systems and problems
- 2 Weeks: Student Projects
- 3 Weeks: Interior and Body Systems, Shop Time: Sun-Roof and Moon Roof Repair, Doors and Interior Design and Assembly, Dash repair and Disassembly, Gauges, Consoles, Seats and Trim.
- 1 Week: Finals, Catch up, Testing, Clean up

Car Care (1 Class) - Thompson's Automotive Maintenance and Light Repair, 2014

One Semester Only: ~ 18 Weeks

- **1st Week: Class Introduction, H.I.R.E.D. Scores, Rules and Policies**
- **2 Weeks: Shop Safety, Automotive History**
- **2 Weeks: Tool Use, Tool Identification, Tool Maintenance, Tool Safety**
- **2 Week: Vehicle Purchase, Ownership, Maintenance, Selling Ethics and Responsibility**
- **3 Weeks: Automotive Terminology**
- **4 Weeks: Basic Automotive Maintenance**
- **3 Weeks: Vehicle Care and Detailing**
- **1 Week: Finals, Tests, Catch up, Shop Clean up**

American History 10: Course Syllabus~Mrs. Rux

Colonization to Expansion (late 1400s-late 1800s)

ruxr@weiserschools.org contact

Introduction: American History is part of a 2 year course (10 and 11) for your graduation requirement. It is designed to give a better understanding of the development and growth of the United States of America. Part 1--American History 10: will look at the background and establishment of the United States, the social, political, military and economic situations that have shaped a former colonial holding into one of the most powerful free nations of the world. This class will look at how progress and conflict will test this nation as it defines its role as a democratic republic. Major topics will be Exploration, Expansion, the American Revolution, the Constitution, Manifest Destiny, Sectionalism: building up the issues to the Civil War--the American Civil War, and Reconstruction, and the U.S. at the turn of the Century (industrialization, urbanization, immigration). (this is always subject to change!)

Materials: Notebook: loose leaf paper to turn in with a folder, or an actual spiral/composition notebook specific to this class. We will do notes/activities over the quarter that we will turn in at the END OF EACH QUARTER that will accumulate to the equivalent to a large part of your grade. (on average between 75-100 points).

Recommendations: Earbuds/headphones (that are chromebook compatible), Colored pencils--for mapwork, and a 3-Ring Binder for organization--(this would be for all of your classes.)

TECHNOLOGY: Our textbook is "at your desk" in the classroom, but you do have an online version that will be mobile. We will have a classroom set of chromebooks to use as well. A chromebook will be checked out to each student when online work is required. You will be RESPONSIBLE for the care of that chromebook. If ANYTHING happens to it--on your time or after you've received it from another class--(be aware that 6 classes share these, so make sure to tell me of issues--and LOG-OUT your chromebook!).

ORGANIZATION: The daily agenda will be on the board every day. Most modules we cover take about 3-4 weeks to get through: an introduction to the unit, discussion/notes, vocabulary terms, reading and questions, video material, and a module assessment/test or project. If an assignment does not get done during class time given, then it becomes homework--

ABSENT WORK: Missing class for ANY reason--you have the day you come back to get your assignment--plus the number of absences you had to make it up. Example: 1 missed day of class--day returned to get work and do the assignment--due the next day.

You need to pay attention to this. Missed assignments can be found in the "ABSENT BASKET" on the back table (it will have YOUR NAME on it).

GOOGLE CLASSROOM: An American History 10 2021/2022 google classroom will be set up as well as a class REMIND will be set up--these will be to locate additional resources for each unit that we study, and to use IF situations require a "back-up plan" for school. If you are absent, you can send me a message, and I will send assignments and notes/videos to you through the CLASSROOM link.

Late Work: Not acceptable. Get it in on time!! Some points are always better than no points.

Hallway Pass: one person out at a time. Don't abuse or you will lose it.

Assessments/Tests: To help check for understanding and guide instruction, these are used when necessary. Map tests are frequent, and a periodic review of the U.S. Citizenship Test will also occur. Unit assessments are more project based. Presentations will require professional dress (I'll go over this before we do projects--but nothing you won't have in your closet already!!!)

Audio/Visuals: Social Studies classes deal with people--people are imperfect. Issues can be controversial and always have more than one cause! We are studying the history of a nation, and it is difficult to do that without seeing/hearing the feelings and sights of that timeframe. Readings and discussions can do a lot to provide a "big-picture", but sometimes actually HAVING a picture/video is more valuable--so video clips, documentaries, movies, songs, speeches, games, food, etc...will be used to try and bring about the past as best as possible. Please keep in mind that history was not always peaceful--and violence will play a role in some scenes/events. Some materials do contain graphic content--i.e. war scenes/language (mostly edited).

If a video/material is ever an issue, I can provide an alternative to that material. Please feel free to message me at any time.

Frequently used Resources:

History.com

John Green Crash Course History

*hnhco.com/one (username and password TBA) for the online textbook...: HMH (Houghton Mifflin Harcourt 2018 edition): Social

*Studies: American History-American Beginnings to the United States in the 21st Century

Seterra.com: map games

Kahoot.it: review games

BUSINESS ESSENTIALS -- SYLLABUS

Mr. Weldon -- Fall Semester 2021

COURSE DESCRIPTION

Business Essentials introduces students to a wide array of business and entrepreneurial concepts and skills, including the role of business in our economy, components of a typical business, and common reasons for business successes and failures. Students will also develop an appreciation for marketing's pivotal role in the development of pricing, product/service management, and promotion. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic and critical-thinking skills. The capstone activity in the course is the development of a basic business plan for either a start-up business or for managing a portion of an existing business.

GOALS

- ★ Reinforce academic skills in such areas as communication, reading, and writing.
- ★ Encourage innovation, creative thought, problem solving, and decision making.
- ★ Enable students to understand and appreciate entrepreneurship and its significance to the economy.
- ★ Enable students to perform critical marketing/business skills.
- ★ Encourage ongoing planning and analysis throughout a business's existence.
- ★ Assist students with enhancing their teamwork skills.
- ★ Stimulate reflection on processes, performance, and outcomes.

COURSE STRUCTURE

- 1) **Daily topics** to help students “learn how to learn” and refine communication skills;
- 2) **Guest speakers** to better understand the “real world” through both successes and failures;
- 3) Leverage **technology** to better understand how business works (eg, research companies, develop spreadsheets to model profit/loss, use Stukent digital marketing simulation, etc.);
- 4) Develop “**own-business mentality**” through various problem-solving activities;
- 5) See attached Planned Schedule for more details.

Required Materials For Class: 3-ring binder, lined paper, pencil or pen. No mobile phones will be needed for this class. Optional: internet access, Chromebook or alternative such as a laptop, tablet or PC.

GRADING

Scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F

Allocation: Term-1 = 40%, Term-2 = 40%, Final = 20%

Structure: Quizzes (daily topics, handouts); Various projects throughout semester; Final Exam (accumulative).

Consequences of misbehavior: 1st offense = in-class warning; 2nd offense = contact parent via phone or email; 3rd offense = student sent to principal's office and in-person meeting with parent.

Absences: If you miss class, then it is your responsibility to find out what you missed. For example, check the whiteboard for weekly roadmap/assignments. Also, check with classmates for notes and/or handouts.

Late work: Minus 10% per day late, cap at 60% credit (exceptions are excused absences).

MR WELDON'S TOP 5 EMPLOYABILITY TRAITS: STUDENTS DECIDE HOW TO IMPLEMENT IN CLASS

- 1) **Be responsible:**
- 2) **Be respectful:**
- 3) **Be focused:**
- 4) **Be interested:**
- 5) **Be grateful:**

Throughout the class, we will return often to this quote:

"Do what you can...

With what you have...

In the place you are...

With the time you have left." Knosi Johnson, South Africa (born HIV-positive, died at age 12)

PLANNED SCHEDULE (subject to change 🐼)

Week 1 – Introduction to Business

Week 2 – Business Law & Ethics

Week 3 – Market Research

Week 4 – Targeting/Segmentation

Week 5 – Consumer Behavior

Week 6 – Positioning

Week 7 – Branding

Week 8 – Product

Week 9 – Promotion

Week 10 – Place

Week 11 – Price

Week 12 – Digital Marketing

Week 13 – Social Media Marketing

Weeks 14-15 – Build a Business Plan

PLEASE REMEMBER: School is your current job! If you want to be paid, you must do the work, take pride in your work, be on time, and always do your best. Attention to detail and habits created now will influence your future.

STUDENT (print & sign): _____ CLASS PERIOD _____

PARENT/GUARDIAN (print & sign)_____ DATE_____

The signatures above signify understanding of this course syllabus and an agreement to adhere to the expectations.

CAREER EXPLORATION & PREPARATION -- SYLLABUS

Mr. Weldon -- Fall Semester 2021

COURSE DESCRIPTION

The Career Exploration & Preparation course focuses on preparing high school students for responsibilities related to the workplace. Over the course of the semester, students will gain self-awareness, employability, leadership and lifelong learning skills, career knowledge and an opportunity for exploring careers of their interest. There will be several guest speakers representing various industries and occupations.

CURRICULUM

1) Daily topics; 2) Explore career options and fit through CIS; 3) Understand and pre-test for WRA (Workplace Readiness Assessment); 4) Connect with Guest Speakers to help obtain and maintain employment; 5) Improve Self-Awareness via StrengthsFinder, etc.; 6) Designing Your Life workbook (time permitting).

Required Materials For Class: 3-ring binder, lined paper, pencil or pen. No mobile phones will be needed for this class. Optional: internet access, Chromebook or alternative such as a laptop, tablet or PC.

GRADING

Scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F

Allocation: Term-1 = 40%, Term-2 = 40%, Final = 20%

Structure: Quizzes (daily topics, handouts); Various projects throughout semester; Final Exam (accumulative).

Consequences of misbehavior: 1st offense = in-class warning; 2nd offense = contact parent via phone or email; 3rd offense = student sent to principal's office and in-person meeting with parent.

Absences: If you miss class, then it is your responsibility to find out what you missed. For example, check the whiteboard for weekly roadmap/assignments. Also, check with classmates for notes and/or handouts.

Late work: Minus 10% per day late, cap at 60% credit (exceptions are excused absences).

Throughout the class, we will return often to this quote:

*"Do what you can
With what you have
In the place you are
With the time you have left."*

Knosi Johnson, South Africa (born HIV-positive, died at age 12)

(Syllabus continued on next page...)

MR WELDON'S TOP 5 EMPLOYABILITY TRAITS: STUDENTS DECIDE HOW TO IMPLEMENT IN CLASS

1) Be responsible:

2) Be respectful:

3) Be focused:

4) Be interested:

5) Be grateful:

PLEASE REMEMBER: **School is your current job!** If you want to be paid, you must do the work, take pride in your work, be on time, and always do your best. Attention to detail and habits created now will influence your future.

STUDENT (print & sign): _____ CLASS PERIOD _____

PARENT/GUARDIAN (print & sign) _____ DATE _____

The signatures above signify understanding of this course syllabus and an agreement to adhere to the expectations.

BUSINESS TECHNOLOGY - SYLLABUS

Mr. Weldon -- Fall Semester 2021

COURSE DESCRIPTION

The Business Technology course is designed to introduce students to the use of industry standard computer applications used for solving business problems. The 1st semester will focus on completing the Microsoft Office Specialist **(MOS) Certification for Word**. The 2nd semester will focus on completing the Microsoft Office Specialist **(MOS) Certification for Excel**. Leadership, responsible use of technology, and lifelong learning skills will be incorporated throughout the course.

CURRICULUM

1. Word processing and business letter writing via Microsoft Word (semester 1)
2. Spreadsheets and data reporting via Excel (semester 2)
3. Presentations and publishing via PowerPoint (time permitting)
4. Graphical design and customization via Adobe Illustrator (time permitting)

Required Materials For Class: The needed internet access, PC, software, and files for this class are available in the computer room. No mobile phones will be needed for this class. If you need/want to work on the projects ("practice tasks") for this class at home, you will need a laptop or PC with Windows 10 installed and Microsoft Office 2016.

GRADING

Scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F

Allocation: 1st Quarter = 40%, 2nd Quarter = 40%, Final = 20%

Structure: Two types of quizzes – 1) Business/Technology (daily topic notes, handouts) and 2) Hands-on computer (demonstrate how to do specific tasks/objectives); MOS (Microsoft Office Specialist) certification; Other projects throughout semester (eg, create "Digital Citizenship" posters).

Consequences of misbehavior: 1st offense = in-class warning; 2nd offense = contact parent via phone or email; 3rd offense = student sent to principal's office and in-person meeting with parent.

Absences: If you miss class, then it is your responsibility to find out what you missed. For example, check the whiteboard for weekly roadmap/assignments. Also, check with classmates for notes and/or handouts.

Late work: Minus 10% per day late, cap at 60% credit (exceptions are excused absences).

Throughout the class, we will return often to this quote:

"Do what you can...

With what you have...

In the place you are...

With the time you have left."

Knosi Johnson, South Africa (born HIV-positive, died at age 12)

(Syllabus continued on next page...)

MR WELDON'S TOP 5 EMPLOYABILITY TRAITS: STUDENTS DECIDE HOW TO IMPLEMENT IN CLASS

1) Be responsible:

2) Be respectful:

3) Be focused:

4) Be interested:

5) Be grateful:

PLEASE REMEMBER: School is your current job! If you want to be paid, you must do the work, take pride in your work, be on time, and always do your best. Attention to detail and habits created now will influence your future.

STUDENT (print & sign): _____ CLASS PERIOD _____

PARENT/GUARDIAN (print & sign) _____ DATE _____

The signatures above signify understanding of this course syllabus and an agreement to adhere to the expectations.

STUDENT TUTOR & WORK-BASED LEARNING -- SYLLABUS

Mr. Weldon – Fall 2021

COURSE DESCRIPTION

The Student Tutor and Work-Based Learning classes are intended to help prepare students for the “working world” by putting them in a school or business environment with a non-paying job where they work for school credit. Those who are allowed into these classes should view this opportunity as a privilege. Poor attendance, tardiness, declining grades, or not being prepared for work may result in termination from this experience.

STUDENT RESPONSIBILITIES

1) **Be respectful:**

- Confidentiality is a must – you will be in the real world, dealing with real students/teachers or business owners.
- Always be punctual both to and from your place of work (refer to your normal WHS class bell schedule and assembly schedules).

2) **Be responsible:**

- You MUST have your own reliable transportation every day.
- Time sheets are due on or before the 1st and 15th of each month (slide under Mr. Weldon’s door) – late or incomplete time sheets will result in a loss of 2 points for each day late.
- Proactively communicate with teachers/business owners, high school office, and Mr. Weldon if you will not be able to be there. Communication with Mr. Weldon will be handled through the remind.com texting service.

3) **Be focused:** NO CELL PHONES! NO EXCEPTIONS!

4) **Be interested:** Make it a pleasure for the teacher or business to have you in their classroom or place of business. Attitude determines Altitude!

5) **Be grateful:** recognize other’s efforts on your behalf; develop an attitude of gratitude.

Student Tutors: It is your job to be the “assistant” to the teacher. Your behavior must reflect leadership as these students look up to you.

Consequences of misbehavior: 1st offense = warning; 2nd offense = contact parent via phone or email; 3rd offense = in-person meeting with parent and probable removal from program.

GRADING

Scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F

Allocation: Term-1 = 40%, Term-2 = 40%, Final = 20%

Structure: Time sheets (30 pts), Term-1 Supervisor Evaluation (30 pts), Term-1 Self-Evaluation (30 pts), Term-2 supervisor Evaluation (30 pts), Term-2 Self Evaluation (30 pts), Final reflection paper (50 pts) & thank you note (20 pts).

PLEASE REMEMBER: This is a real business/school that is taking their valuable time to teach you about how to be a responsible employee. Take pride in your work, be on time, and always do your best. Attention to details and habits created now will influence your future.

STUDENT (print & sign): _____ CLASS PERIOD _____

PARENT/GUARDIAN (print & sign) _____ DATE _____

The signatures above signify understanding of the Student Tutor and Work-based Learning course syllabus and an agreement to adhere to the expectations.

Weiser H.S. Band/Guitar Curriculum

At the end of HS grade SWBAT understand and implement the following concepts:

Concept	Idaho State Standard
Reinforcement of Dynamics Blend Balance	3.2.1
Reinforcement of Intonation Terminology	3.2
Concert Pitch	3.1
Theory - Chord structure intervals of 3rd, 5th, and octave	2.1.2
<u>Rhythm</u>	
Odd meters - 5/4, 12/8, 5/8, 7/8, 9/8	3.1.3
Triplet 16ths	3.1.3
Develop multi-tuplets	3.1.3
<u>Percussion</u>	
multi bounce rolls/double bounce rolls - (Long roll, 5 stroke, 9 stroke, 17 stroke)	3.1.3

Accents vs taps	3.1.3
Rudiments: flams, flam taps, flamacue, paradiddles, drag, single drag tap, single drag a diddle Single stroke four, Single stroke seven, All multi bounce/double stroke rolls	3.1.3
<u>Scales</u>	
C, F, B flat, E flat, A flat, D flat, Gb, Cb, G, D, A, E, B, F#, C# (College bound need to memorize) Awareness of three minor forms	2.1.2
<u>Instrument Ranges</u>	
Flutes - B Flat High Clarinets - Introduce E above staff Sax - F above staff Horn - C above staff Trumpet - C above staff Trombone - B flat above staff Tuba - B flat on top of staff Guitar - Notes of the fretboard all the way to the 12th fret and where to find alternate fingering positions	N/A

Mr. Shumway
Room 15
English II
shumwayj@weiserschools.org

Helpful Apps

- Google Drive/Classroom
- PDF Scanner
- SMS Exporter

Helpful Websites

literarydevices.net
owl.purdue.edu/owl/purdue_owl.html
classroom.google.com

Overview and Procedures

OBJECTIVES:

1. To experience various types of literature (e.g. novels, short stories, poetry, plays, etc.) and to respond to them in both oral and written form.
2. To apply literary works to one's own experience through analysis of the work and discussion.
3. To develop a mature writing style through various writing projects. Grammar study will be integrated with writing assignments throughout the year to make writers more aware of writing options and to improve correctness.
4. To gain confidence in working through thought processes and communicating one's mind in group discussions.
5. To develop active listening skills.
6. To use and correctly cite reference materials to research, prepare, and produce a 3-4 page research paper on an area of interest to you.

REQUIRED MATERIALS:

1. **An open mind which actively seeks to understand differences**
2. Pencil and/or pen *every* day (blue or black only - no gel pens)
3. A dedicated English notebook
4. English folder/binder for class handouts (may be used for other classes)
5. Textbook or current novel *every* day unless otherwise instructed

TARDINESS:

You are expected to be in your assigned desk with the required materials and ready to work **when the bell rings**. If you need to leave the room to get any required materials, you will be allowed to do so, but you will be marked tardy. I strictly enforce the tardy policy, so get into the habit of coming to class on time and prepared early!

CLASSROOM BEHAVIOR:

This is a classroom of respect. Students will show respect for myself, their peers, themselves, and all other persons. Reading and listening to others requires an open mind and true tolerance for opinions and values different from your own - a necessity for success. There will be no ridicule or judgment of others or of their opinions as better or worse than your own, simply as different. To foster this type of open, accepting environment required to analyze literature, we must all feel free to express ourselves without worry of judgment. Remember, the whole class is more important than any one individual. Failure to comply with this policy will consistently result in disciplinary action.

Your responsibilities in this class are to:

- *attend class regularly
- *be on time and prepared for class daily
- *meet deadlines
- *be an active member in all group work and group discussions
- *be an attentive listener
- *be receptive to new experiences
- *show responsibility in all actions
- *show professionalism

TECHNOLOGY:

My classroom will often utilize a Chrome cart during class. Technology usage is a privilege, not a right; it is important that we utilize it according to our district policy. Any deviation or misuse will not be tolerated. You **MUST** have a technology consent form signed in order to log onto a Chromebook.

ABSENCES:

If you know ahead of time that you will be gone, whether it is a school-sponsored activity or not, I require that you check with me before you go. There may be in-class assignments, which will not be able to be made up on return. However, there may be something that can be worked out if you check with me ahead of time.

MAKE-UP WORK:

You are expected to make up any work missed due to an **excused** absence or to an **activity** absence. It is each student's responsibility to check for missing work the day he/she returns, to do the work, and to turn it in to me within the number of days that he/she was absent. Take notice of deadlines, as a severe loss of points will result if they are missed. **Arrangements to make up tests and quizzes must be made with me immediately upon a student's return to class.** However, it is impossible to make up points for some in-class activities. Also, if a student knew of a deadline for an assignment before he/she was absent, the work is due immediately upon his/her return.

Work that is missed during an **unexcused** absence or an out-of-school suspension **will not** be able to be made up.

GRADING:

1. Individual assignments are graded on the standard 90/80/70/60 scale.
2. Professionalism will be a part of the grade of most assignments. Did you turn in your work on time? Is your work neat and not crumpled? Is your name on your work? Professionalism is 10% of the grade.

Formal essays are graded by different methods depending on their purpose. It is expected that all writing follows correct English mechanics. Other components such as style, mechanics, audience, purpose, etc. may also be assessed.

3. Quarter and semester grades are based on total points earned divided by total points possible. The same scale from #1 applies.
4. Late work is severely penalized. **All** late work is considered unprofessional. Students will lose 10% of the possible points if it is one day late. After one day late, work is not worth any points at all. This policy is excused only if arrangements are made with me **prior to the date that the work is due**. Also, certain major assignments will not be accepted late under circumstances whatsoever.

DISMISSAL:

In order to be dismissed from the classroom, you must **be seated in your seat**. Students will not line up at the door or mill around the doorway before the bell rings. **Understand:** If you waste my time at the beginning of the hour, I will reciprocate at the end. Don't make me keep you after the bell.

UNITS TO BE COVERED:

1. Various units of the literature textbooks
2. *Fahrenheit 451*
3. "Twelve Angry Men"
4. Research paper
5. Simple, intermediate, and advanced grammar
6. *The Tempest*

Mr. Shumway
Room 15
English I
shumwayj@weiserschools.org

Helpful Apps

- Google Drive/Classroom
- PDF Scanner
- SMS Exporter

Helpful Websites

literarydevices.net
owl.purdue.edu/owl/purdue_owl.html
classroom.google.com

Overview and Procedures

OBJECTIVES:

1. To experience various types of literature (e.g. novels, short stories, poetry, plays, etc.) and to respond to them in both oral and written form.
2. To apply literary works to one's own experience through analysis of the work and discussion.
3. To develop a mature writing style through various writing projects. Grammar study will be integrated with writing assignments throughout the year to make writers more aware of writing options and to improve correctness.
4. To gain confidence in working through thought processes and communicating one's mind in group discussions.
5. To develop active listening skills.
6. To use and correctly cite reference materials to research, prepare, and produce a 3-4 page research paper on an area of interest to you.

REQUIRED MATERIALS:

1. **An open mind which actively seeks to understand differences**
2. Pencil and/or pen *every* day (blue or black only - no gel pens)
3. A dedicated English notebook
4. English folder/binder for class handouts (may be used for other classes)
5. Textbook or current novel *every* day unless otherwise instructed

TARDINESS:

You are expected to be in your assigned desk with the required materials and ready to work **when the bell rings**. If you need to leave the room to get any required materials, you will be allowed to do so, but you will be marked tardy. I strictly enforce the tardy policy, so get into the habit of coming to class on time and prepared early!

CLASSROOM BEHAVIOR:

This is a classroom of respect. Students will show respect for myself, their peers, themselves, and all other persons. Reading and listening to others requires an open mind and true tolerance for opinions and values different from your own - a necessity for success. There will be no ridicule or judgment of others or of their opinions as better or worse than your own, simply as different. To foster this type of open, accepting environment required to analyze literature, we must all feel free to express ourselves without worry of judgment. Remember, the whole class is more important than any one individual. Failure to comply with this policy will consistently result in disciplinary action.

Your responsibilities in this class are to:

- *attend class regularly
- *be on time and prepared for class daily
- *meet deadlines
- *be an active member in all group work and group discussions
- *be an attentive listener
- *be receptive to new experiences
- *show responsibility in all actions
- *show professionalism

TECHNOLOGY:

My classroom will often utilize a Chrome cart during class. Technology usage is a privilege, not a right; it is important that we utilize it according to our district policy. Any deviation or misuse will not be tolerated. You **MUST** have a technology consent form signed in order to log onto a Chromebook.

ABSENCES:

If you know ahead of time that you will be gone, whether it is a school-sponsored activity or not, I require that you check with me before you go. There may be in-class assignments, which will not be able to be made up on return. However, there may be something that can be worked out if you check with me ahead of time.

MAKE-UP WORK:

You are expected to make up any work missed due to an **excused** absence or to an **activity** absence. It is each student's responsibility to check for missing work the day he/she returns, to do the work, and to turn it in to me within the number of days that he/she was absent. Take notice of deadlines, as a severe loss of points will result if they are missed. **Arrangements to make up tests and quizzes must be made with me immediately upon a student's return to class.** However, it is impossible to make up points for some in-class activities. Also, if a student knew of a deadline for an assignment before he/she was absent, the work is due immediately upon his/her return.

Work that is missed during an **unexcused** absence or an out-of-school suspension **will not** be able to be made up.

GRADING:

1. Individual assignments are graded on the standard 90/80/70/60 scale.
2. Professionalism will be a part of the grade of most assignments. Did you turn in your work on time? Is your work neat and not crumpled? Is your name on your work? Professionalism is 10% of the grade.

Formal essays are graded by different methods depending on their purpose. It is expected that all writing follows correct English mechanics. Other components such as style, mechanics, audience, purpose, etc. may also be assessed.

3. Quarter and semester grades are based on total points earned divided by total points possible. The same scale from #1 applies.
4. Late work is severely penalized. **All** late work is considered unprofessional. Students will lose 10% of the possible points if it is one day late. After one day late, work is not worth any points at all. This policy is excused only if arrangements are made with me **prior to the date that the work is due**. Also, certain major assignments will not be accepted late under circumstances whatsoever.

DISMISSAL:

In order to be dismissed from the classroom, you must **be seated in your seat**. Students will not line up at the door or mill around the doorway before the bell rings. **Understand:** If you waste my time at the beginning of the hour, I will reciprocate at the end. Don't make me keep you after the bell.

UNITS TO BE COVERED:

1. Various units of the literature textbooks
2. *To Kill a Mockingbird*
3. "Twelve Angry Men"
4. Research paper
5. Simple, intermediate, and advanced grammar
6. *Romeo and Juliet*

Mr. Shumway
Room 15
Creative Writing
shumwayj@weiserschools.org

Objectives:

- To experiment with various genres of writing
- To learn about the craft of writing through studying writers (peer and professional)
- To work with the writing process (Brainstorming, drafting, revising, publishing)
- To help others develop their writing skills
- To develop your writing voice, style, and abilities
- To apply various techniques into your writing

Required Materials:

1. **An open mind**
2. Pencil and/or pen *every* day (blue or black only - no gel pens)
3. A dedicated Creative Writing notebook
4. Chromebook when requested

Grading:

1. Individual assignments are graded on the standard 90/80/70/60 scale.
2. Professionalism will be a part of the grade of most assignments. Did you turn in your work on time? Is your work neat and not crumpled? Is your name on your work? Professionalism is 10% of the grade.

Formal essays are graded by different methods depending on their purpose. It is expected that all writing follows correct English mechanics. Other components such as style, mechanics, audience, purpose, etc. may also be assessed. *Spanish or other languages are allowed. Please see me if there are any questions about this.

3. Late work is severely penalized. **All** late work is considered unprofessional. Students will lose 10% of the possible points if it is one day late. After one day late, work is not worth any points at all. This policy is excused only if arrangements are made with me **prior to the date that the work is due**. Also, certain major assignments will not be accepted late under circumstances whatsoever.

Tardiness:

Be in the seat when the bell rings. I follow school policy.

An extension to this is, In order to be dismissed from the classroom, you must **be seated in your seat**. Students will not line up at the door or mill around the doorway before the bell rings.

Understand: If you waste my time at the beginning of the hour, I will reciprocate at the end. Don't make me keep you after the bell.

Unit	Topics	Objectives	Dates
1	Communication: What and Why	By the end of this unit, you will be able to: - define communication. - define transactional communication model and explain how it is part of a relational process. - identify the types of communication that operate in human communication. - identify how misconceptions about communication create problems and suggest how changes in communication can lead to better outcomes. - identify the roles social media play in our communication.	
2	Interpersonal Communication and Culture	By the end of this unit, you will be able to: - explain how the self-fulfilling prophecy influences our behaviors. - identify the communicative influences that shape the self-concept. - explain how cultures and cocultures play significant roles in your own communication. - define interpersonal communication. - discuss the functional aspects of interpersonal communication. - discuss the cultural aspects of interpersonal communication.	
3	Language and Listening	By the end of this unit, you will be able to: - explain how language both shapes and reflects attitudes. - outline the most common misconceptions about listening, and assess how successfully they can be avoided. - know when and how to listen to accomplish a task, enhance relationships, analyze a message, and critically evaluate another's remarks.	
4	Informative Speech Preparation	By the end of this unit, you will be able to: - identify the components of an informative speech. - select an informative speech topic and create a specific purpose. - evaluate websites for credibility, analyze prospective audience for informative speech. - differentiate between informative organizational patterns.	
5	Informative Speech Presentation	By the end of the unit you will be able to:	

		• develop a compelling introduction and conclusion for an informative speech. • use transitions at key points in the informative speech. • create a formal outline for an informative speech. • use visual aids effectively and appropriately in an informative speech presentation. • present an informative speech.	
6	Persuasive Speech Preparation	By the end of the unit you will be able to: • explain the differences between informative and persuasive speeches. • identify the primary characteristics of persuasion. • compare and contrast different types of persuasion. • select a persuasive speech topic. • build credibility as a speaker through evidence and support.	
7	Persuasive Speech Presentation	By the end of this unit students should be able to: • create a formal outline following MMS for a persuasive speech. • create and use visual aids that are purposeful to a persuasive speech. • identify strategies for dealing with stage fright. • present a persuasive speech in front of a live audience. • reflect on personal speaking and suggest areas for improvement. • evaluate peer speeches and suggest pros and cons.	
8	Nonverbal Communication and Communication in the Workplace	By the end of the unit, students will be able to: • define nonverbal communication. • define identify key functions of nonverbal communication. • identify types of kinesic, space, time and place nonverbal behaviors. • explain different leadership skills. • identify factors that influence communication in small groups.	

"We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent." - Henry Friedman Chairman of the Holocaust Education Centre, Washington.

Holocaust Literature
Ms. Chavez

Welcome to Holocaust Literature! I am very excited that I have the opportunity to teach this class, and I look forward to this experience.

Units to be covered:

- Why should we learn about the past
- Brief history of Europe
- Ghettos
- Labor and death camps
- Resistance efforts
- Heroes
- Survivors
- Hatred today

Literary materials to be used:

As we are online, we will use a variety of materials. This list will grow as we continue class.

If I Should Die Before I Wake—Nolan

Night-Wiesel

Films:

Many of the films we will watch are documentaries and are not rated; however, we will watch some rated material. We need to remember that the Holocaust was a horrific time in history; thus, difficult to present in a G-rated fashion.

Swing Kids

The Pianist

The Devil's Arithmetic

Schindler's List

The Boy in the Striped Pajamas

The Last Days Spielberg

Auschwitz—Oprah's interview with Elie Wiesel

Secrets of the Dead PBS

Materials Needed:

Chromebook

Respect/An open mind

I look forward to this semester.....Ms. Chavez

Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. Margaret Mead

Welcome to English IV

Requirements for the course:

Bring your materials to class each day.

Be respectful

Participation

Complete your assignments on time.

Do NOT bring your phone or personal technology to class. It will be taken away if you are on it.

Units Covered in class:

Elements of plot and literature

Hero Unit

Lord of the Flies

Golding

Research Paper

The Great Gatsby

Fitzgerald

Dances with Wolves

Blake

Milkweed

Spinelli

Othello

Shakespeare

Variety of essays and responses throughout the course

Welcome to English III

Requirements for the course:

Bring your materials to class each day.

Be respectful

Participation

Complete your assignments on time.

Do NOT bring your phone or personal technology to class. It will be taken away if you are on it.

Units Covered in class:

Short Stories from text: *Elements of Literature 5th Course*

Elements of a short story and elements of plot and conflict

Collection One--Visions and Voyages

Bradford, Rowlandson, Equiano.

Collection Two--The Examined Life

Edwards

The Crucible

Miller

Research Paper

Short Stories from text: *Elements of Literature 5th Course*

Collection 5--The Life Worth Living

Emerson, Thoreau, Martin Luther King Jr.

Collection 10--From Innocence to Experience

Collection 12--The Dream and the Reality

Bierce, Crane, London, Douglass, Steinbeck, Welty

The Help

Stockett

The Scarlet Letter

Hawthorne

Hamlet

Shakespeare

Job Shadow and

Senior Project

Variety of essays and responses throughout the course

PHYSICAL SCIENCE SYLLABUS 2021-2022



Teacher: Matthew Pritchard

Email: pritchardmd@weiserschools.org

Classroom: Room 11

Welcome to physical science! I am excited to get to know all of you as you learn the fundamentals of physics and chemistry.

Materials

For this class, you will require:

- A composition notebook (must be a composition notebook: no spiral notebooks or binders. Black notebook strongly preferred)
- Calculator (basic addition, subtraction, multiplication, and division)
- Textbook (provided): Glencoe Physical Science, by McLaughlin, Thompson, and Zike.

Policies

Policies are in place to provide a safe and constructive learning environment. School-wide policies are laid out in detail in the student handbook.

Classroom Expectations

In class, students are expected to be respectful of the teacher and of their fellow students. This includes not talking when others are talking, getting permission from the teacher to leave their desk and/or the classroom, and practicing appropriate language. Students are also expected to be prepared for class by bringing their composition notebook, calculator, and **pencil** every day. Students CANNOT use their cell phones in class unless explicitly instructed to do so by the teacher for academic purposes only. Lab safety procedures **MUST BE FOLLOWED AT ALL TIMES**. More information is given in the slip attached to this syllabus.

Attendance

The attendance policy is outlined in the student handbook. Attendance is expected every day. If students plan to be absent on a specific day, arrangements should be made with the teacher beforehand for any notes or work done that day. Additionally, students should check the Google Classroom when absent.

Late Work

All assignments are expected to be turned in on time. If an assignment is late, the student will be marked down 20% of the grade for that assignment, lab, classwork, or test. After a week from the due date has passed, I will no longer accept late work and the student will receive a zero. The district late work policy is laid out in the student handbook.

Academic Dishonesty

The academic dishonesty policy is outlined in the student handbook. I have zero tolerance for academic dishonesty, which includes cheating, copying, or in any way passing off another's work as your own on any tests, assignments, labs, or classwork.

Grading

The grade breakdown for this class is as follows:

Unit tests: 40%	Semester Grade:	Please note that the final exam can only be taken at the select times offered by the high school. Alternative times will only be considered after a written request by a parent or guardian is submitted to the teacher and the school PRIOR to the exam time.
Notebook: 30% Includes notes, classwork, and lab work	Quarter 1: 40% Quarter 2: 40% Final exam: 20%	
Assignments: 30%		

Curriculum Map

Below is a rough outline of our year. The Idaho Science Content Standards can be found here:

<https://www.sde.idaho.gov/academic/standards/>

Quarter 1 Unit 1: Intro to Physics, Scientific Measurement - The scientific method - The metric system Unit 2: Basic Kinematics - Velocity - Acceleration - Momentum	Quarter 3 Unit 7: Matter - Phases of matter - Properties of matter - Classification of matter - Models of the atom Unit 8: The Periodic Table - Properties of elements - Groups and periods on the periodic table - Modeling atoms (Bohr Model and Lewis Dot Structures)
Quarter 2 Unit 3: Newton's Laws - Describe and do calculations with Newton's Laws Unit 4: Work, Energy, and Power - Kinetic and potential energy - Calculate work and power Unit 5 : Electricity - Electric charge and current - Electric field - Ohm's Law Unit 6: Waves - Wave properties - Frequency and wavelength - Velocity of waves - Sound waves	Quarter 4 Unit 9: Chemical Bonding - Periodic trends - Ionic, covalent, and metallic bonds Unit 10: Chemical Reactions - Balancing a reaction - Conservation of mass - Types of reaction

This syllabus is subject to change. All students will be notified of changes.

LAB SAFETY

In this physical science class, students will complete labs as part of their learning objectives. These labs may include equipment and materials that, when used incorrectly, can be dangerous to the student and others. I have zero tolerance for inappropriate or dangerous use of equipment in this class.

Students MUST follow lab safety procedures given by the teacher at all times. The teacher will immediately reprimand students who fail to follow safety procedures, and reserves the right to remove the offending student from the lab for the safety of themselves and others. Note that removal from the lab will affect the grade for that lab.

Examples of safety procedures include, but are not limited to:

1. Wearing eye protection when instructed to do so
2. Wearing gloves when instructed to do so
3. Wearing appropriate lab clothing (long pants, closed toed shoes), when instructed to do so
4. NEVER inappropriately using dangerous equipment
5. Handling delicate equipment, such as microscopes or laptops, with extreme care.

Signing below indicates that you have read and understood the syllabus and this lab safety slip, and agree to follow ALL safety procedures given by Mr. Pritchard at any time. This permission slip must be signed and returned before students can engage in lab activities.

Student name (print): _____

Student signature: _____

Parent/guardian name (print): _____

Parent/guardian signature: _____

ENVIRONMENTAL STUDIES SYLLABUS 2021-2022



Teacher: Matthew Pritchard

Email: pritchardmd@weiserschools.org

Classroom: Room 11

Welcome to environmental studies. I look forward to having all of you in class as we learn the basics of how our environment works.

Course Description

Because environmental studies is such a broad topic, this class will be very discussion based and student driven. The class will rely heavily on writing, as well as developing projects and presentations about the content.

This course will cover the basics of environmental studies, including ecosystems and biomes, biodiversity, population ecology, land and water use, energy, global climate, pollution, and sustainability. Environmental studies is a multidisciplinary field, drawing on scientific methods, policy, ethics, economics, and more. The goal of this course is twofold: to gain a holistic understanding of human interactions with the environment, and to instill upon students critical thinking and problem-solving skills.

Materials

For this class, students will require:

- A notebook
- Pen or pencil
- Textbook (provided): Environmental Science for AP, by Friedland and Relyea
 - Note: this is not an AP course, that's just the textbook we use.

Policies

Policies are in place to provide a safe and constructive learning environment. School-wide policies are laid out in detail in the student handbook.

Classroom Expectations

In class, students are expected to be respectful of the teacher and of their fellow students. This includes not talking when others are talking, getting permission from the teacher to leave their desk and/or the classroom, and practicing appropriate language. Students are also expected to be prepared for class by bringing their notebook and **a pencil** every day. Students CANNOT use their cell phones in class unless explicitly instructed to do so by the teacher for academic purposes only. Lab safety procedures given by the teacher **MUST BE FOLLOWED AT ALL TIMES**.

Attendance

The attendance policy is outlined in the student handbook. Attendance is expected every day. If students plan to be absent on a specific day, arrangements should be made with the teacher beforehand for any notes or work done that day. Additionally, students should check the Google Classroom when absent.

Late Work

All assignments are expected to be turned in on time. If an assignment is late, the student will be marked down 20% of the grade for that assignment, lab, classwork, or test. After a week from the due date has passed, I will

no longer accept late work and the student will receive a zero. The district late work policy is laid out in the student handbook.

Academic Dishonesty

The academic dishonesty policy is outlined in the student handbook. I have zero tolerance for academic dishonesty, which includes cheating, copying, or in any way passing off another's work as your own on any tests, assignments, labs, or classwork.

Grading

The grade breakdown for this class is as follows:

Activities and Labs: 20% Assignments: 40% Projects and Presentations: 40%	Semester Grade: Quarter 1: 40% Quarter 2: 40% Final exam: 20%	Please note that the final exam can only be taken at the select times offered by the high school. Alternative times will only be considered after a written request by a parent or guardian is submitted to the teacher and the school PRIOR to the exam time.
---	--	--

Curriculum Map

Below is a rough outline of our year. This is subject to change as the year goes on.

Quarter 1 Unit 1: Earth and the Solar System (Ch. 1, 2) - What is environmental studies? - Geologic time and the solar system - Global environmental indicators Unit 2: Ecosystems (Ch. 3) - Interconnectedness of the environment - Feedback loops - Cycles of matter	Quarter 3 Unit 5: Land and Water Use (Ch. 9, 10, 11) - Public vs. private land - National Parks system - Tragedy of the Commons Unit 6: Population Ecology (Ch. 6, 7) - Measures of population - Keystone species - Human population
Quarter 2 Unit 3: Biomes (Ch. 4) - Biome types - Milankovitch cycles - Geographic constraints on biome type Unit 4: Biodiversity (Ch. 5, 18) - Genetics and inheritance - Endangered Species Act - Hotspots	Quarter 4 Unit 7: Energy (Ch. 12, 13) - Types of energy sources - Fossil fuels, renewables, nuclear Unit 8: Global Climate (Ch. 15, 19) - Greenhouse gases - Feedback loops - Carbon footprint

Other topics may include pollution, waste management, and sustainability. This syllabus is subject to change. Students will be notified of changes.

LAB SAFETY

In this physical science class, students will complete labs as part of their learning objectives. These labs may include equipment and materials that, when used incorrectly, can be dangerous to the student and others. I have zero tolerance for inappropriate or dangerous use of equipment in this class.

Students MUST follow lab safety procedures given by the teacher at all times. The teacher will immediately reprimand students who fail to follow safety procedures, and reserves the right to remove the offending student from the lab for the safety of themselves and others. Note that removal from the lab will affect the grade for that lab.

Examples of safety procedures include, but are not limited to:

1. Wearing eye protection when instructed to do so
2. Wearing gloves when instructed to do so
3. Wearing appropriate lab clothing (long pants, closed toed shoes), when instructed to do so
4. NEVER inappropriately using dangerous equipment
5. Handling delicate equipment, such as microscopes or laptops, with extreme care.

Signing below indicates that you have read and understood the syllabus and this lab safety slip, and agree to follow ALL safety procedures given by Mr. Pritchard at any time. This permission slip must be signed and returned before students can engage in lab activities.

Student name (print): _____

Student signature: _____

Parent/guardian name (print): _____

Parent/guardian signature: _____

BIOLOGY SYLLABUS 2021-2022



Teacher: Matthew Pritchard

Email: pritchardmd@weiserschools.org

Classroom: Room 11

Welcome to biology! I am looking forward to getting to know all of you in class this year as we learn the fundamentals of biology.

Materials

For this class, you will require:

- A composition notebook (must be a composition notebook: no spiral notebooks or binders. Black notebook strongly preferred).
- Textbook (provided): Biology, by Miller and Levine. Pearson, 2019.

Policies

Policies are in place to provide a safe and constructive learning environment. School-wide policies are laid out in detail in the student handbook.

Classroom Expectations

In class, students are expected to be respectful of the teacher and of their fellow students. This includes not talking when others are talking, getting permission from the teacher to leave their desk and/or the classroom, and practicing appropriate language. Students are also expected to be prepared for class by bringing their composition notebook and **a pencil** every day. Students CANNOT use their cell phones in class unless explicitly instructed to do so by the teacher for academic purposes only. Lab safety procedures **MUST BE FOLLOWED AT ALL TIMES**. More information is given in the slip attached to this syllabus.

Attendance

The attendance policy is outlined in the student handbook. Attendance is expected every day. If students plan to be absent on a specific day, arrangements should be made with the teacher beforehand for any notes or work done that day. Additionally, students should check the Google Classroom when absent.

Late Work

All assignments are expected to be turned in on time. If an assignment is late, the student will be marked down 20% of the grade for that assignment, lab, classwork, or test. After a week from the due date has passed, I will no longer accept late work and the student will receive a zero. The district late work policy is laid out in the student handbook.

Academic Dishonesty

The academic dishonesty policy is outlined in the student handbook. I have zero tolerance for academic dishonesty, which includes cheating, copying, or in any way passing off another's work as your own on any tests, assignments, labs, or classwork.

Grading

The grade breakdown for this class is as follows:

Unit Tests: 50%	Semester Grade:	Please note that the final exam can only be taken at the select times offered by the high school. Alternative times will only be considered after a written request by a parent or guardian is submitted to the teacher and the school PRIOR to the exam time.
Composition Notebooks: 50% Includes notes, daily classwork, labs, and assignments	Quarter 1: 40% Quarter 2: 40% Final exam: 20%	

Curriculum Map

Below is a rough outline of our year. The Idaho Science Content Standards can be found here:

<https://www.sde.idaho.gov/academic/standards/>

Quarter 1 Unit 1: Introduction to Biology - The scientific method - Characteristics of life Unit 2: Building Blocks of Life - Basic chemistry review - Lipids, carbohydrates, proteins, nucleic acids Unit 3: Cell Structure - Organelles - The cell membrane	Quarter 3 Unit 8: DNA - DNA and RNA - Replication - Protein synthesis Unit 9: Inheritance of Traits - Biological evolution - Gene mutations - Mechanisms for gene inheritance
Quarter 2 Unit 4: Cell Theory - Prokaryote vs. Eukaryote - Movement across a membrane Unit 5: Metabolic Processes - Photosynthesis - Glycolysis - Cell Respiration Unit 6: Cell Cycle - Phases of cell development - Mitosis Unit 7 : Intro to Genetics - Punnett squares - Meiosis - Genetic disorders	Quarter 4 Unit 10: Ecology - Cycles of matter - Food webs and food chains - Biodiversity - Taxonomy Unit 11: Global Change - Human impact on the environment - Population growth

This syllabus is subject to change. Students will be notified before changes.

LAB SAFETY

In this biology class, students will be performing labs and activities as part of their learning objectives. These labs will include expensive microscopes, scalpels, and other tools or materials that, when used incorrectly, may cause harm to the student or others. I have zero tolerance for inappropriate or dangerous use of equipment in this class.

Students MUST follow lab safety procedures given by the teacher at all times. The teacher will immediately reprimand students who fail to follow safety procedures, and reserves the right to remove the offending student from the lab for the safety of themselves and others. Note that removal from the lab will affect the grade for that lab.

Examples of safety procedures include, but are not limited to:

1. Wearing eye protection when instructed to do so
2. Wearing gloves when instructed to do so
3. Wearing appropriate lab clothing (long pants, closed toed shoes), when instructed to do so
4. NEVER inappropriately using dangerous equipment
5. Handling delicate equipment, such as microscopes or laptops, with extreme care.

Signing below indicates that you have read and understood the syllabus and this lab safety slip, and agree to follow ALL safety procedures given by Mr. Pritchard at any time. This permission slip must be signed and returned before students can engage in lab activities.

Student name (print): _____

Student signature: _____

Parent/guardian name (print): _____

Parent/guardian signature: _____

WEISER HIGH SCHOOL

Physical Education, Strength Training, Fitness for Life

The following policies have been put in place and must be followed for your safety, security, and the quality of the program. Our goal is to give every student a positive experience with physical education so that they will develop the knowledge, skills, and ability to live a physically active lifestyle.

Activities:

We will provide a wide variety of activities for our students with a large emphasis on individual cardiovascular endurance in physical education classes. Strength training classes will focus on weight lifting, speed and agility drills. Students should be able to see their progress as the year unfolds.

Expectations:

- You are expected to attend class and do your best. Effort is more important than ability and skill. You are expected to work to the best of **YOUR** ability.
- Leaving the gym or field before class ends without permission may result in truancy.
- Treat yourself, others, and equipment with respect.
- Cell phones are not allowed in class.

Required Dress Materials:

- All PE Clothes should be red or white in color, (Weiser Wolverine gear in any color is also acceptable) and must adhere to school dress code (no tank tops, cut offs, etc). PE clothes must be a separate set from your clothes you wear to school each day.
- Non-marking gym shoes (no dress shoes, flip-flops, sandals, boots, etc.).
- You are expected to dress down daily.
- Mark your clothes and shoes (in case of loss, they can be returned).
- WHS is not responsible for lost or stolen items (do not store valuables in your PE lockers).

Absences/Make-up/Tardy's:

- Each Student will be allowed 3 absences per SEMESTER in which no make-up work is required. After 3 absences daily points will be lost, until make up work is turned in. This includes ALL absences. (activity, doctors apt, sports). Make up sheets will be posted in the weight room and health room for students to pick up, and can be turned in through google classroom (if available) as well.
- Students must be dressed down and ready to begin roll-call and warmups NO LATER than 5 minutes following the final bell. If you are not ready at this time, you will be considered TARDY. Daily points will be lost.

Grading:

- Students will be graded using a total points possible system, this includes daily points, testing, and written work. Each quarter grade is worth 40%, combining with a 20% final exam for overall semester grade.
- Each student is able to earn 10 points per day, using the following scoring rubric. (on the back page)

WEISER HIGH SCHOOL PHYSICAL EDUCATION DAILY GRADING RUBRIC

Category	0 PTS	1 PTS	2 PTS	3 PTS
Readiness to Participate	-Tardy -Missing all P.E. Clothes -Will not sit in proper squad and disrupting others -Will not listen during instructions and excessive talking	-Tardy -Missing part of P.E. outfit i.e. improper shoes -Student is disrupting others -Not in squad and teacher has to ask student to get into roll squad. -Repeated talking during instructions and has to be reminded multiple times	-Tardy -Full P.E. attire -Teacher has to ask student to be in proper squad -Student is not disrupting others -Talking during instruction and has to be reminded to listen	-On Time -Full P.E. attire -Sitting in squad without being asked -Not disrupting others -Helping others to get where they need to be -Listening attentively during instructions (Not talking)
Physical Participation	-Infrequently participates in a variety of physical activities -Avoids participation, excessive socialization, off task, interferes with others learning, displays poor attitude towards activity	-Participation is moderate -Needs some reminders to participate -Puts forth minimal effort -Contributes little to team play -Not working hard -Have to be reminded to stay on task repeatedly	-Regularly participates in all physical activities -Displays quality movement during game play -Stay on task for most of the activity -Has to be reminded to stay on task or participate	-Always participates during physical activities -Gives top effort -Models high level of participation. -self motivated -Trying to make personal gains i.e. improve physical fitness, improve skills
Effort	-Displays no effort -Off task not doing what is expected of class -Disrupting others	-Needs multiple reminders to put forth more effort -Going through the motions -Not getting engaged in activity and needs reminders -Not trying to work hard -Sometimes off task and distracts others	-Putting forth positive effort but works below their ability -Regularly stays on task -Displays quality movement during activities -Consistent effort -Stays on task	-Puts forth full effort during activity -Strives for personal best -Tries to improve fitness level or skills -Encourages others -Stays on task

Failure to dress down will result in a 7% deduction in the student's final participation grade for EACH DAY that the student did not dress down. The PE department feels that it is VERY important for every student to be dressed down for PE.

In order to receive daily points, non dressed students will be asked to perform duties that will improve WHS or complete written assignments.

Lockers:

Every Student will be issued a locker. Students need to make sure they are locked at all times, EVEN DURING CLASS. There is a replacement fee of \$5.00 for all lost locks.

Please contact Mrs. Harrison harrisonl@weiserschools.org, or Mr. Bruce brucej@weiserschools.org, Mr. Harrison harrisonl@weiserschools.org, or at (208) 414-2595.

**Foundational Math 1, 2, & 3
2020-21**

Teacher: Ms. Van Komen
Room: 5
Email: VankomenK@WeiserSchools.org
Phone: (208) 414-2595 Ext. 205

Dear Parents/Guardians,

Welcome to another school year and to what I hope will be an exciting year of math. Throughout the year, your child will be studying and increasing their skills in number sense, fact fluency, number theory, rational numbers, equations, and problem solving. Classroom activities will be primarily based on the TransMath intervention curriculum and the individual needs of your student.

CLASSROOM POLICIES, PROCEDURES & ROUTINES

BEGINNING OF PERIOD

Each day, when students enter the classroom, they must get their workbook from the bookshelf and take a seat at their assigned desk. Then, look on the front board/projector to see what skills maintenance (warm-up) they are to do and begin working silently at their desk. If student is not in assigned seat prepared to work when the bell rings, they will be counted tardy.

TALKING & LEAVING SEAT

Talking should be limited to times when the teacher is asking questions and the student is responding directly to the question being asked, or during partner/group work and the conversation is limited to the subject only. Otherwise, student must ask permission prior to speaking with another student or leaving their seat for any reason.

END OF PERIOD

At the end of period, the class will be dismissed BY THE TEACHER. The bell does not release the class, the teacher does. Students must NOT leave seat until they are directed by the teacher to do so.

GRADING

- **Semester (transcript) Grades** - Calculated using the following ratio 40:40:20 (Quarter Grade: Quarter Grade: Semester Final).
- **Quarter Grades** - Every assignment will be assigned a certain point value. Grades are divided into two main categories:
 - Skill Practice – 60% of grade, Includes: daily warm-up (skill maintenances), classroom work, notebook, participation, and homework.
 - Quizzes/Test – 40% of grade, Includes: quizzes, chapter tests, unit tests, semester tests, and progress monitoring.

ABSENCES

If a student has been absent, it is **THEIR** responsibility to make up any missing assignments. Extra copies of homework can be found on the student information board in the appropriate class folder. Tests/quizzes makeups will need to be scheduled.

ELECTRONICS

Weiser High School prohibits the use of cell phones, iPod's, personal computing devices, video games, etc. in the classroom during instructional hours. **Students may use Communication Devices before and after school and during the lunch break.** Communication devices are prohibited between the hours of 8:30 am-12:11 pm and 12:41 pm-3:22 pm.

STUDENT RESPONSIBILITIES

- To attend school, to arrive on time to class, and to be prepared
- To respect the learning environment
- To respect other people and their property
- To demonstrate acceptable behavior patterns

Any violation of the above will result in the following consequences:

- **Step 1:** Teacher-Student conference - the school may notify home and document the incident
- **Step 2:** Teacher-Student conference - teacher contacts parents by phone and documents incident
- **Step 3:** Student sent to office for class period, Student-Administrator conference and notification of parent
- **Step 4:** Student sent to office. Student-Admin.-Parent-Teacher conference. In-house suspension
- **Step 5:** Student referred to office. Conference with Student-Admin.-Parent-Teacher. Out-of-school suspension, or permanent removal from class or school.

MATERIALS NEEDED

- Notebook
- Writing utensil (pen or pencil)
- School Agenda
- Extra Credit – 1 box of tissue or hand sanitizer (optional)

I am looking forward to working with you and your student this year. Please do not hesitate to contact me with any questions, comments, or concerns.

Your first assignment is to give your parent/guardian this syllabus and confirm that they are aware of the expectations by having them sign the notice below. Please return this page of the syllabus.

This signed agreement is due Wednesday, August 25th.

I have read the syllabus and understand the expectations and consequences in Ms. Van Komen's class.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Parent Phone Number: _____

Parent Email: _____

Date: _____

**Reading Language Development 1 and 2
2021-22**

Teacher: Mr. Gaskell
Room: 4
Email: Gaskellg@weiserschools.org
Phone: (208) 414-2595 Ext. 204

Dear Parents/Guardians,

Welcome to another school year and to what I hope will be an exciting year of Reading Language Development. Throughout the year, your child will be studying and increasing their skills in reading comprehension, reading fluency, vocabulary, spelling, basic reading skills and writing. Classroom activities will be primarily based on the Read 180 and System 44 intervention curriculum and the individual needs of your student.

CLASSROOM POLICIES, PROCEDURES & ROUTINES

BEGINNING OF PERIOD

Each day, when students enter the classroom, they must get their workbook from the bookshelf and take a seat at their assigned desk. Then, look on the front board/projector to see what skills maintenance (warm-up) they are to do and begin working silently at their desk. If student is not in assigned seat prepared to work when the bell rings, they will be counted as tardy.

TALKING & LEAVING SEAT

Talking should be limited to times when the teacher is asking questions and the student is responding directly to the question being asked, or during partner/group work and the conversation is limited to the subject only. Otherwise, student must ask permission prior to speaking with another student or leaving their seat for any reason.

END OF PERIOD

At the end of the period, the class will be dismissed BY THE TEACHER. The bell does not release the class, the teacher does. Students must NOT leave seat until they are directed by the teacher to do so.

GRADING

- **Semester (transcript) Grades** - Calculated using the following ratio 40:40:20 (Quarter Grade: Quarter Grade: Semester Final).
- **Quarter Grades** - Every assignment will be assigned a certain point value. Grades are divided into two main categories:
 - Workbook/Reading Logs/Classwork – 50% of grade, Includes: daily warm-up, classroom work, notebook, participation, and homework.
 - Read 180 Computer participation and progress – 50% of grade, Includes: quizzes, participation, progress monitoring.

ABSENCES

If a student has been absent, it is **THEIR** responsibility to make up any missing assignments. Extra copies of homework can be found on the student information board in the appropriate class folder. Tests/quizzes makeups will need to be scheduled.

ELECTRONICS

Weiser High School prohibits the use of cell phones, iPod's, personal computing devices, video games, etc. in the classroom during instructional hours. **Students may use Communication Devices before and after school and during the lunch break.** Communication devices are prohibited between the hours of 8:30 am-12:11 pm and 12:41 pm-3:22 pm.

STUDENT RESPONSIBILITIES

- To attend school, to arrive on time to class, and to be prepared
- To respect the learning environment
- To respect other people and their property
- To demonstrate acceptable behavior patterns
- To contribute to classroom discussions
- To ask questions when confused or in need of help
- To come to class with a positive attitude and be ready to learn

Any violation of the above will result in the following consequences:

- **Step 1:** Teacher-Student conference - the school may notify home and document the incident
- **Step 2:** Teacher-Student conference - teacher contacts parents by phone and documents incident
- **Step 3:** Student sent to office for class period, Student-Administrator conference and notification of parent
- **Step 4:** Student sent to office. Student-Admin.-Parent-Teacher conference. In-house suspension
- **Step 5:** Student refereed to office. Conference with Student-Admin.-Parent-Teacher. Out-of-school suspension, or permanent removal from class or school.

MATERIALS NEEDED

- Notebook
- Writing utensil (pen or pencil)
- School Agenda
- Extra Credit – 1 box of tissue or hand sanitizer (optional)

I am looking forward to working with you and your student this year. Please do not hesitate to contact me with any questions, comments, or concerns.

Your first assignment is to give your parent/guardian this syllabus and confirm that they are aware of the expectations by having them sign the notice below. Please return this page of the syllabus.

This signed agreement is due Wednesday, August 25th.

I have read the syllabus and understand the expectations and consequences in Mr. Gaskell's class.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Parent Phone Number: _____

Parent Email: _____

Date: _____