

**CAMBRIDGE RINDGE AND LATIN SCHOOL**  
**WELLNESS**  
**Fall 2022**

**LAND ACKNOWLEDGEMENT:**

The CPS Land Acknowledgement can be found [here](#).

**MISSION STATEMENT:**

Cambridge Rindge & Latin, Physical Education and Wellness Department is dedicated to creating supportive learning spaces where all students are known, celebrated, empowered, and thrive. Students will receive relevant learning opportunities that develop the skills, knowledge, and attitudes necessary to be healthy and physically active. These experiences will support students to be engaged in exploring, creating, and advocating for meaningful changes at the individual and societal level. We also recognize that certain groups have been historically marginalized, resulting in significant health and educational disparities. In working to uphold the district's overarching mission, we are committed to:

- Anti-racism, social justice, and racial equity by working in collaboration with CPS schools and community partners to address the needs of youth, families, and educators of color
- Promoting inclusiveness, valuing diversity, and creating a culturally responsive curriculum within our department.

Upon completion of our program, students will develop competence in a variety of skills, which include motor skill development, self-efficacy, advocacy, and empowerment. Our scholars will be equipped with the knowledge and skills to engage in lifelong efforts to maintain and enhance their individual and community health and wellness.

**COURSE DESCRIPTION:**

This year we will continue to address the holistic health needs of our students at CRLS by offering a series of learning modules that focus on content knowledge, skill development, and interpersonal communication. The classroom module themes are: Mental and Emotional Health (includes Stress Management), Substance Use Prevention, Suicide Prevention, and Human Sexuality. Course content is aligned to the National Health Education Standards, the National Sexuality Education Standards, and the CASEL Social-Emotional Learning Standards.

**ESSENTIAL QUESTIONS:**

- A. What does it mean to be healthy in 2022?
- B. What skills can I practice to be healthy?
- C. What strategies do I have to stay healthy (mentally, physically, and socially)?
- D. What choices can I make to improve/maintain my health?
- E. What aspects of my life can I take control of to boost overall wellness?
- F. How can I take care of myself and others?

**ACKNOWLEDGEMENT OF SYLLABUS AND COURSE CALENDAR:**

Students should visit a Google Classroom link to indicate that they have read the course syllabus and course calendar, and complete a survey (google doc). A paper version of this

survey is also available. Please return only *one* version of the survey.

Parents/guardians will also receive the survey (via email) to indicate that they have read the course guide and course calendar. A paper version of this survey is also available. Please return only *one* version of the survey.

## **CLASSROOM EXPECTATIONS:**

### **1. *Come to class prepared to learn.***

- a. Be on time for class. Please review the [CRLS attendance policy](#) for additional information regarding tardiness and unexcused absences.
- b. Come prepared with the materials you need for class. Pick up any other materials as you enter the classroom.
- c. Keep phones and headphones out of sight, in a place where they will not be a distraction. Practice responsible phone usage. Phones may be used during designated breaks or for teacher-directed purposes *only*.
- d. Maximize your time in class. Keep your breaks short and return to class as quickly as possible. If you anticipate you will be gone longer than 10 minutes, notify the teacher before you go.

### **2. *Respect everyone in the classroom.***

- a. Respect yourself and be mindful of your own needs. Bring your own snack to class.
- b. Be kind, courteous, thoughtful and polite to others. Think before you speak.
- c. Listen respectfully when others are speaking.
- d. When addressing others, use correct names and pronouns.
- e. When speaking, use school-appropriate language. Limit profanity. Use your “inside” voice.
- f. Respect others’ boundaries and respectfully communicate your own.
- g. Be respectful and open-minded regarding differences in beliefs, opinions, prior knowledge, and experience from your own. It is okay to disagree, respectfully and civilly.
- h. Be an upstander. Speak up if you see something wrong happening and/or get help from the teacher.

### **3. *Respect the classroom environment.***

- a. Sit in your assigned seat. If you are out of your seat, return quickly and quietly when asked.
- b. Keep your body calm and your hands, feet, and other body parts to yourself.
- c. Treat classroom materials respectfully.
- d. Keep the classroom clean, neat, and tidy. If you make a mess, clean it up.
- e. Push your chairs in when you leave. First block of the day takes chairs DOWN. Last block of the day puts chairs UP.

### **4. *Participate in class.***

- a. Listen and follow instructions when given.
- b. Ask questions and engage with the class in a variety of ways. Stay on topic.
- c. Use hand signals to minimize interruptions and keep the class running smoothly.
- d. Complete all assignments on time and to the best of your ability.
- e. Do your fair share of partner and group work.

- f. Avoid distractions to yourself and others.
- g. Help peers when asked and ask peers for help if needed.
- h. Reach out for resources and to actively solve problems.

**5. *As your teacher, I will...***

- a. Learn and use your correct names and pronouns.
- b. Be well-prepared and knowledgeable about the subject matter.
- c. Hold you to the highest standards and be invested in your success.
- d. Assign coursework with purpose and intentionality.
- e. Give clear instructions, teach knowledge and skills for success, answer questions and provide guidance and help.
- f. Be fair, reasonable, and open to your suggestions and perspectives; give you praise and constructive feedback; and treat you with respect, kindness and empathy.
- g. Be understanding, flexible, and responsive to your needs.
- h. Be accessible to you, your families, and guardians.
- i. Provide grades and feedback on work in a timely manner.

**CLASSWORK POLICY:**

Class work is expected to be completed during class. Types of classwork that may be assigned include but are not limited to: Personal reflections and journal entries, written assignments and worksheets, small group presentations, slide presentations, and class and small group discussions.

Students will be provided ample time to complete class work (including learning accommodations). If class work is not completed during class time, students will have the opportunity to finish it during our study support block or for homework.

**HOMEWORK POLICY:**

There is only one graded homework assignment in Health class. There may be ungraded learning opportunities intended to foster the classroom-family connection. A student may need to complete classwork at home if they were unable to finish it during class/study support, or if they were absent.

**LATE WORK POLICY:**

There is no penalty for work turned in late. Students are highly encouraged to complete their coursework during class to avoid assignments piling up. Missing assignments will receive a 0 until they are turned in, at which point they will be graded for full credit.

**MAKE-UP WORK POLICY:**

If a student is absent from class, they should visit Google Classroom to view and complete the assignments they missed for homework and/or during study support.

Students who wish to resubmit an assignment may do so as often as they wish.

**SUMMATIVE WORK POLICY:**

All Wellness students are expected to demonstrate a cumulative understanding of our content and skills by completing an Individual Health Plan (IHP) slide-presentation that exhibits their work and competence. The IHP slide work will occur periodically during class time at the conclusion of a learning module. If a student is absent on an IHP day, they should

visit Google Classroom to view and complete the IHP for homework and/or during study support.

**ACADEMIC INTEGRITY:**

Students are expected to submit work which is their own. Cheating and plagiarism are strictly prohibited. Assignments that are copied or plagiarized will not be accepted, and students may be subject to a disciplinary referral.

**GRADING:**

Students are graded based on demonstrated proficiency in course content and skills, as well progress toward meeting CRLS Academic Learning Expectations. Grades are weighted in the following way:

<b>Category</b>	<b>Description</b>	<b>Rubric</b>
<p><b>Studentship</b> <b>40%</b></p>	<ul style="list-style-type: none"> <li>-Student arrives to class on time.</li> <li>-Student participates verbally and actively in class activities, discussions, etc.</li> <li>-Student engages in communication with teachers and peers.</li> <li>-Student respectfully adheres to learning guidelines and behavior norms.</li> </ul>	<p><b>3 points/day</b> 1 pt = arrives on time and is present for the duration of class. 1 pt = engages in activities and two-way communication in class 1 pt = demonstrates respect for the learning environment</p>
<p><b>Content Knowledge</b> <b>40%</b></p>	<ul style="list-style-type: none"> <li>-Student demonstrates skill(s) embedded in the lesson(s)/module.</li> <li>-Students attempt to implement health enhancing strategies in their lives.</li> <li>-Students critically analyze and reflect on the effectiveness of skills taught in wellness in their personal lives.</li> <li>-Student implements feedback given and (re)submits the assignment per the teacher’s instructions</li> </ul>	<p><b>3 points: Assignments and activities</b> 0 = Not submitted or engaged in 1 = Turned in with limited demonstration of proficiency and content knowledge 2 = shows partial proficiency 3 = demonstrates proficiency in learning expectations for the assignment</p>
<p><b>Summative Work</b> <b>20%</b></p>	<ul style="list-style-type: none"> <li>-Student demonstrates a cumulative understanding of content and skills by completing the slide reflections and posting examples of related work.</li> <li>-Student completes this work in a timely manner.</li> </ul>	<p><b>3 points: IHP</b> 0 = Not submitted. 1 = Turned in with limited demonstration of proficiency and content knowledge; and/or missing components of the presentation 2 = shows partial proficiency; and/or missing components of the presentation 3 = demonstrates proficiency in learning expectations for the assignment</p>