



Humanities, Grade 7 Brooklyn Center Secondary 2015-2016 School Year

Teacher	Mr. Hammerstein
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Phone calls and emails will be returned at the beginning of 4th period.	

Course Description

Throughout the Humanities curriculum, students are encouraged to develop the skills necessary to becoming active global citizens. Students develop an understanding of and reflect on the causes and consequences of historical and contemporary events through interdisciplinary learning. Through the knowledge and skills gained in Humanities coursework, students become capable communicators, thoughtful decision-makers, and are equipped to take action in their communities.

In this course, students engage in the study of United States History. Students study the people, issues, and events of importance to this nation's history from the formation of our government to the present. Special emphasis is placed on recognizing the importance of individuals that have made a difference in our history, as well as reading widely and closely in order to evaluate and make claims based upon historical evidence.

Textbook and Supplies

This course does not have a textbook. Instead, students will receive primary and secondary source handouts from the teacher. These sources will be important in their learning of American History. Because of this, it is important that students attend class regularly. Students who miss class should check the "absent work" box for any handouts.

Students will keep an interactive notebook during their study. Interactive notebooks are an opportunity for students to take ownership and interact with their learning. As they will be used almost daily, it is expected that these notebooks stay in the classroom, unless they are being used to complete a unit practice assessment or to study for a summative. Students receive a composition notebook from the teacher for this purpose. It is expected that students replace destroyed or lost notebooks.

Students will need to bring a pen or a pencil to class daily. Colored pencils, markers, glue sticks, and scissors are provided for interactive notebooks and projects. Students may choose to bring their own sets of these items, but it is not required.

Behavior Expectations

Behavior expectations are established for the first five minutes of class, presentations, independent work time, partner or group work time, and the final five minutes of class. The CHAMPS behavior management system is utilized throughout this course. It informs students of the behavior expectations associated with a particular activity. This is a research-based method shown to improve student behavior and reduce classroom disruptions.

Conversation	How can students talk to one another during the activity?
Help	How should students ask for help? Who should they ask?
Activity	What activity is taking place?
Movement	Can students move during the activity? If so, for what reasons?
Participation	What does expected student behavior look or sound like?
Success	How can a student demonstrate success?

These expectations are taught during the first week of school and are reviewed throughout the school year, particularly after long weekends and breaks. In addition, students are expected to follow these classroom rules:

1. Arrive on time. **It is expected that students are in their seat, with their materials, and working on the “Do Now” when the bell rings.	4. Stay on task.
2. Bring your binder.	5. Respond immediately to the attention signal.
3. Follow directions the first time.	6. Keep hands, feet, and other objects to yourself.

Students will receive a non-verbal reminder if they are not demonstrating expectations or following rules. If the misbehavior continues, the student will receive a verbal reminder. The teacher will contact parents if students continue to misbehave. As a last resort, students will receive a discipline referral and be sent to the office. ***Any student who demonstrates behavior that threatens the safety of other students or staff will automatically receive a discipline referral and be sent to the office.***

Hall Passes

Students must have their planner in order to leave the classroom to take care of their personal needs (use the restroom, go to their locker, get a drink from the water fountain, etc.). The 7th grade team has decided that students may only use two personal needs passes throughout the school day. It is expected that students take care of their personal needs during passing time, so they do not miss out on class time. In addition, hall passes may only be used during work time.

Assessment

Lessons are centered on learning targets. These are “I can” statements describing what students will know, understand, or be able to demonstrate by the end of each lesson. Learning targets are learning goals aligned to state and national standards. After each lesson, students will self-assess their mastery of the learning target using this rubric:

4	I'm an expert! I can teach someone else!
3	I got this! I can do it myself!
2	I'm starting to understand.
1	I don't get it yet.

Students will complete two types of assessments during the course. Unit practice assessments are designed to prepare students for the unit summative. Each unit practice opportunity is aligned with the learning target for that lesson. Students will have time in class to complete these assessments. Unit practice assessments not completed by the end of the period are to be completed as homework and are due the following class period. These assessments will always receive feedback, but not necessarily in the form of a grade.

Unit summatives are end-of-unit assessments that gives students the opportunity to show that they have mastered the learning targets for a particular unit. These assessments may take the form of discussions, projects, or tests.

Students who earn less than 50% on any assessment will receive 50% of the overall value with a note to redo it in the gradebook. Students who do not turn in an assessment will receive 50% of its overall value with a note that it has not been submitted. Students have until the end of a unit to redo or submit any unit practice assessments. Students can correct unit summatives within five school days of receiving initial feedback. They must make arrangements with the teacher to do so before or after school.

Absences

Students who are absent should check with their table partners to see what they missed. They should also check the “absent work” box to collect any unit practice missed due to an absence. Unless other arrangements are made, unit practice must be completed and submitted by the end of the unit. Students who miss a summative due to absence have five school days upon their return to complete it. Students must make arrangements with the teacher to do so before or after school. It is the responsibility of students and parents to ensure that any assessment missed due to an absence is completed and submitted by the deadline.

Grading

Grades are calculated using the percentages shown in this table:

Unit Summatives	70%
Unit Practice	30%

Grades are assigned using this grading scale:

100-97	A+	96-93	A	92-90	A-
89-87	B+	86-83	B	82-80	B-
79-77	C+	76-73	C	72-70	C-
69-67	D+	66-63	D	62-60	D-
		59-50	F		