



## School-Wide Rules

1. Follow directions quickly.
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make SMART choices: Kindness, Leadership, Courage: Invincible Grit, Creativity.
5. Work hard to do your best for your teachers and parents at all times.
6. Diamond Rule: Keep your eyes on the target.

## Follow the Five "T's"

Respect for yourself and others requires personal space. **NO TOUCHING!**  
 Justice requires that you "Do unto others as you would have others do unto you." **NO THREATENING!**  
 Integrity means truth - speaking what is right, positive, and productive, and speaking only when appropriate. **NO TEASING!**  
 Responsibility starts with punctuality at school, at home, and on the job. Punctuality shows respect for the entire school. **NO TARDIES!**  
 Have the courage to attend school at all times, regardless of outside pressures that might interfere. **NO TRUANCY!**

## Course Expectations

**Mr. Bean  
 Seventh Grade  
 Social Studies**

### BEHAVIOR- Progressive Discipline

1st Incident – Verbal warning  
 2nd Incident - Parent contact by teacher  
 3rd Incident – Counselor referral  
 4th Incident – Deans’ referral  
 Subject to exceptions for excessive behavior.

### TARDY POLICY- Progressive Steps

1st Tardy – Warning & Parent Phone Contact  
 2nd Tardy – Warning & Parent Phone Contact  
 3rd Tardy – Non-TRS RPC  
 4th Tardy – After school detention  
 5th Tardy – In-House Suspension (IHS)  
 6th Tardy – Required Parent Conference – RPC/Tardy Contract  
 7th Tardy – IHS/ meet with principal

.....  
 Student's Name:

Student ID Number:

### Student:

- I have read and understand the school rules listed above.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand the course expectations provided for this course.

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date

### Parent/Guardian:

- I have read and understand the school rules pertaining to my child.
- I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- I have read and understand what is expected of my child in this course.

\_\_\_\_\_  
 Signature of Parent/Guardian

\_\_\_\_\_  
 Date

Please Print Parent Email:

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(1) *This email will be for teacher use only.*

4701 Quadrel Street ♦ Las Vegas, NV 89129 ♦ (702) 799-

**Textbook: *Discovering Our Past: A History of the United States; McGraw Hill, 2013***

*\*Textbooks are available for checkout through the library on a limited basis. These textbooks are available on a limited basis and should be returned to the library as soon as the student no longer needs the textbook. Unreturned textbooks will result in fines to the student account.*

Price to replace textbook: \$ 68.99

**Course Description:** This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional, and global problems at various times and place. This course fulfills the seventh-grade social studies requirement.

- I. Course goals: Lessons will be designed to not only include Nevada State US/Nevada History Standards, but also **Nevada Common Core State Standards for English Language Arts & Literacy** in order to improve reading, reading comprehension, and writing skills
  - a. Understand significant social, cultural, economic, and political changes.
  - b. Appreciate the contributions made by diverse cultures in the United States.
  - c. Examine the concepts of tolerance and respect.
  - d. Understand the development of the state of Nevada and its unique features.
  - e. To become familiar with technology advances and their impact.
  - f. To recognize the value of responsible citizenship.
  - g. To develop skills necessary to use informational tools.
  - h. To identify causes and effects of major conflicts.
  - i. To explore career opportunities in the field of history.

II. Thematic course content

**1<sup>st</sup> Quarter:** Investigation and Interpretation, Political Science, Culture and Diversity

**2<sup>nd</sup> Quarter:** Movement, Oppression and Civil Rights

**3<sup>rd</sup> Quarter:** Trade and Economy, Change over Time

**4<sup>th</sup> Quarter:** Conflict, Global Connections

\*\*\* This is just a guide of when themes that are covered. Traditional topics in U.S. History will be covered within the appropriate thematic units.

III. Course activities

a. Quizzes/Tests:

Chapter quizzes and quarter exams.

1. In class scantron test.
2. In class short answer test.
3. In class essay test.
4. Take home essay test.

\*\*\* No talking or other distractions will be allowed during testing periods! This will result in a zero on the quiz/exam/test and cannot be retaken for a grade.

b. Assignments:

- i. Warm-ups activities

- ii. class work
- iii. America the Story of US video series
- iv. review concepts
- v. preparing projects
- vi. Studying for tests/quizzes (specific study guides are provided only for the semester exams, for tests and quizzes students are expected to read over the reading guides, as well as look at any notes or classwork they have).

#### IV. **Curricular program**

Each quarter students will be exposed to the DBQ Project. The DBQ Project is a set of primary source documents about a particular topic that concludes with an essay about the topic using the primary sources as evidence to support a claim. Each quarter the requirements are altered so the final DBQ project essay will be completed by the student on their own.

#### V. **Evaluation**

- a. Criteria for arriving at students grades
  - i. Participation 10%
  - ii. Homework 10%
  - iii. in-class assignments 30%
  - iv. Test/quizzes 50%
  
- b. Semester exams will be worth 20% of the SEMESTER grade
  - i. Semester exams will not be administered early. Students who are absent may make-up their exams on the district approved make-up day.
  
- c. Explanation of student grades
  - i. A        100 – 90%
  - ii. B        89 – 80%
  - iii. C        79 – 70%
  - iv. D        69 – 60%
  - v. F        59 and below
  
- d. How and when students will be advised of their grades
  - i. Parents and students are urged to check the Infinite Campus Portal for grades regularly.
  - ii. Grades are not posted in the classroom.
  - iii. Progress reports will be sent home throughout the year. Getting the reports signed and returned by the assigned dates will be homework assignments..
  
- e. Citizenship/behavior expectations
  - i. Citizenship is taken very seriously here at Leavitt Middle School. Teachers expect the very best from their students every day. Students are expected to bring supplies to class, pay attention, stay on task, talk when appropriate, be respectful to all teachers, students and visitors in the classroom, avoid nuisance items, such as cell phones and toys, always try your best and not chew gum or eat in class. Students who cannot work within these expectations will have points deducted from their citizenship grades. Other actions which disrupt the learning environment of the classroom for other students will also be documented and points will be lost.
  - ii. Below is the scale for citizenship. All reports of misconduct will be documented in the teachers' grade book. This way, both the students and parents will be able to check Infinite Campus to see what his or her current citizenship grade is, and why points have been lost. Points are deducted for poor behavior, not following directions, being rude or disrespectful to the teacher or others in the classroom and for other actions not becoming of a student in seventh grade.
 

1.    100-85 Outstanding	4.    50 or less- Unsatisfactory
2.    84-70 –Satisfactory	
3.    60-69-Needs Improvement	
  
- f. Late Work policy –

- i. Optimal student learning happens only if work is done in a timely fashion. Work not turned in on time will be marked as missing, “0”, in Infinite Campus with a notation of missing.
- ii. Late passes will be given each quarter to students. Each quarter additional reductions will happen with assignments that are turned in late. First quarter, the reduction of grade will be 10%, second quarter, the reduction is 25%, third and fourth quarters the reduction is 50%. This is designed to help prep the students for high school where late assignments are often not accepted. This system allows the seventh grader to have a chance, but with the chance is a consequence. Unused passes can be turned in for extra credit in the test/quizzes category, these will be collected one week prior to the end of the quarter (at which time no late work will be accepted). Late work will be marked in Infinite Campus as “M” Late work will not be accepted later than 7 days after it is due.
- iii. Late projects will receive no more than 50% credit. **Late passes are not allowed to be used on projects.”.**
- g. Test retake policy –
  - i. If a 80% or below is earned on a summative assessment, an opportunity will be provided to retake the assessment within one week of receiving the grade. A student that retakes a summative assessment will not score higher than the 80%.
  - ii. The retake is available for two weeks after the score is posted in Infinite Campus.
  - iii. Test retakes will be offered after a request to retest form has been completed and arrangements had been made with Mr. Bean.

#### **VI. Supplies needed for this course**

- a. A section in a binder for history work.
- b. Pencils and pens.
- c. Possible classroom donations include:
  - i. Tissues
  - ii. Hand sanitizer
  - iii. Wipes for desks)
  - iv. Glue sticks
  - v. Paper (construction, loose leaf, printer or colored paper)
  - vi. Index cards
  - vii. Please note: these supplies are used by students for various projects in class. Additional supplies could be requested through the year. Any supplies will be used in the classroom, and are greatly appreciated, but points in the gradebook can’t be given to students.

#### **VII. Utilizing technology to learn**

This year, at Leavitt, we want to encourage the daily use of technology in and out of the classroom to further enhance the educational experience. As such, Leavitt will be providing students with individual devices in grades 7 and 8 to utilize in class and at home. Students will also be provided with a Google email address to correspond with their teacher and classmates on projects, as well as to turn in assignments. Students may choose to utilize their own electronic tablets (iPads, Kindle Fire, Samsung, etc.) cell phones, laptops, and reading devices for educational purposes. Please be reminded that your student is responsible for the safety of their personal device and must utilize the district’s Wifi to ensure their internet safety. All use of these devices will be for educational purposes and must be approved by the individual teacher.

#### **VIII. Teacher’s hours of availability**

- a. I am available from 8:30 a.m. to 9:00 a.m. Monday thru Friday (Wednesday mornings are the exception due to weekly meetings) and 3:21 p.m. to 3:41 p.m.. You may also contact me through e-mail at [beansr@nv.ccsd.net](mailto:beansr@nv.ccsd.net). Please allow 24 hours for a phone call or e- mail response.