



## THERON L. SWAINSTON MIDDLE SCHOOL 19/20

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### School-Wide Rules (Safety, Organization, Achievement, Respect)

1. Keep food and drink in the cafeteria
2. Keep hands, feet, objects, and unkind words to yourself
3. Hats, unacceptable clothing, hoop earrings and other nuisance items will be confiscated and returned only to a parent/guardian.
4. Regulation 5131 states: All jeans, pants, and trousers must be secured at waist level. **Sagging is strictly prohibited.**
5. Regulation 5136 states: The use of personal cell phones, beepers, pagers or any other electronic communication devices is prohibited on all school district campuses during the instructional day. As long as use is not disruptive, students may use these devices during scheduled lunch periods and while on the bus to text or make phone calls. These devices must remain off during instructional time including any time between classes. These items will be confiscated if used other than the times indicated above and if used in a disruptive or threatening manner. Also, Theron L. Swainston Middle School is will not be responsible for lost or stolen electronic communication devices.
6. iPods, MP3 players, and any electronic devices or nuisance items are not permitted on campus. If students choose to bring these items to school, and they are lost or stolen, Theron L. Swainston Middle School will not be responsible for conducting any type of search or investigation to help retrieve them. Students are encouraged to leave all items of value at home.
7. Place all litter in trash cans
8. Students will be prepared and ready for instruction daily
9. Refrain from chewing gum on campus
10. Show respect for yourself, others, and school property

### Thunderbird Norms

1. No one has the right to hurt another person.
2. Education and the classroom are essential priorities.
3. Show pride in your school.
4. Always act as a respectful lady or gentleman.
5. Never behave in a way to misrepresent yourself, your family, your peers, or your school.

## Course Expectations Accelerated History & Geography

### BEHAVIOR- Possible consequences

- 1<sup>st</sup> Offense – Verbal Warning
- 2<sup>nd</sup> Offense – Phone Call Home with  
Teacher Consequence
- 3<sup>rd</sup> Offense – Parent Conference with  
Counselors
- 4<sup>th</sup> Offense – Social Worker Interventions
- 5<sup>th</sup> Offense – Dean's Referral

**If the infraction is severe, it  
will be an automatic Dean's  
Referral.**

### TARDY POLICY- Progressive Steps

- 1<sup>st</sup> tardy – Warning
- 2<sup>nd</sup> tardy – Parent Contact
- 3<sup>rd</sup> tardy – Lunch Detention
- 4<sup>th</sup> tardy – After School Detention
- 5<sup>th</sup> tardy – After School Campus  
Beautification Project
- 6<sup>th</sup> tardy – Star-On

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**Course Description:** This one-year course examines the development of the *Western Hemisphere* with an emphasis on global studies. 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 and 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 places. This course fulfills the eighth-grade social studies requirement.

## Course Goals:

1. To investigate, analyze and interpret historic/current events using a variety of resources and perspectives.
2. To identify the causes and effects of oppression in the fight for equality.
3. To connect how cultures develop, interact and change to create diversity.
4. To evaluate how trade and the economy have influenced individuals, societies, and nations.
5. To describe the development of government systems, policies and laws.
6. To explain the causes and impacts of the movement of people, goods and ideas.
7. To interpret global connections and their impacts on the individual and society.
8. To analyze how various components of society (political, economic, technological, social, and artistic) have changed over time.
9. To examine the causes and effects of conflicts, diplomacy and international relations.
10. To evaluate how being financially literate is beneficial to the individual and society.
11. To use disciplinary skills to include information, media, technology, and multiple texts to demonstrate critical thinking.

## Themes for History & Geography 7<sup>th</sup>

| 1 <sup>st</sup> Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2 <sup>nd</sup> Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Unit 1 Investigation and Interpretation</u></b> <ul style="list-style-type: none"><li>• What makes me a global citizen?</li><li>• What does it take to be a global citizen?</li></ul> <b><u>Unit 2 Political Science</u></b> <ul style="list-style-type: none"><li>• Are governments necessary?</li></ul> <b><u>Unit 3 :Culture and Diversity</u></b> <ul style="list-style-type: none"><li>• How does culture define us?</li></ul> <b><u>Unit 4:Movement</u></b> <ul style="list-style-type: none"><li>• How do connections shape our world?</li></ul> <b><u>Unit 5 Oppression and Civil Rights</u></b> <ul style="list-style-type: none"><li>• Can societies exist without oppression?</li><li>• Can oppression be eliminated?</li></ul> | <b><u>Unit 6 :Financial Literacy</u></b> <ul style="list-style-type: none"><li>• Can money buy happiness?</li><li>• Can we ever get what we need and what we want?</li></ul> <b><u>Unit 7 : Trade and Economy</u></b> <ul style="list-style-type: none"><li>• Is trade worth the cost?</li></ul> <b><u>Unit 8 : Change over Time</u></b> <ul style="list-style-type: none"><li>• Is change necessary?</li><li>• Is change inevitable?</li></ul> <b><u>Unit 9:Conflict</u></b> <ul style="list-style-type: none"><li>• Are conflicts avoidable?</li><li>• Should conflicts be avoided?</li></ul> <b><u>Unit 10 :Global Connections</u></b> <ul style="list-style-type: none"><li>• Should globalization be stopped?</li><li>• Does globalization unify or divide?</li></ul> |

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## Grading Policy:

| Graded Activities %        |     | Course Grade | Citizenship Grade           |
|----------------------------|-----|--------------|-----------------------------|
| Assessments                | 50% | A 100 – 90%  | O = outstanding Behavior    |
| Essays and Major Projects: | 30% | B 89 – 80%   | S = Satisfactory Behavior   |
| Classwork:                 | 15% | C 79 – 70%   | N = Need Improvement        |
| Semester Exam              | 10% | D 69 – 60%   | U = Unsatisfactory Behavior |
| Homework:                  | 5%  | F 59 – 50%   |                             |

Grades may be viewed online at all times. Therefore, it is the **responsibility of the student** to be aware of their grade and should they have any concerns address the issue as soon as possible.

## Assignments and Homework:

- Homework must be turned in at the **start of the class**.
- In-Class assignments must be turned in at the **end of class period**.
- All assignments will be graded and returned to students.

## Late Assignments:

Student will have **3 days** after an assignment is due to turn in work late or redo assignment to improve his/her grade. After the **3 days** the student will lose the opportunity and the assignment will given the minimum grade of '50% F' in the grade book.

## Tutoring

Teachers will be made available to assist students, before and after school, Tuesday-Thursday, and by appointment with their instructor.

## Quizzes:

Expect to receive quizzes on a regular basis. Quizzes will be comprised of map work, matching, multiple choice, fill-in-the blank, interpretive exercises, short answer and essay questions. If a student misses a quiz due to being absent, he/she must make-up that quiz the following class or make arrangements to complete it outside of class time. The missed quiz will be given the minimum "50% F" grade until it is made-up.

## Cheating:

Cheating is not accepted. Zeros will be given to all students participating in cheating, copying and/or plagiarizing.

**(These assignments may not be made up in any way shape or form)**

## Attendance and Tardiness:

Attendance is crucial to the success in this course. Should a student be absent they are expected to ask the teacher for any missed assignments or tests/quizzes upon their return. They will have one day to complete They will have until the next class session to make arrangements with the teacher to make-up work. It is the responsibility of the student to make arrangements.

## Electronic Devices:

Cell phones, iPods, MP3s, and any other electronic device will not be allowed in class. If a student has any electronic device, including cell phones, the teacher will confiscate the device and it will have to be picked up by a parent from the Dean's Office.

NOTE: The school is not responsible for lost/stolen property.

Please sign and return this last page ONLY.



**History & Geography 7<sup>th</sup> / Swainston Middle School Expectations**

Student's Name:

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



**Parent/Guardian Preferred Contact Information**

STUDENT NAME: \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

PARENT PHONE: \_\_\_\_\_

PARENT EMAIL: \_\_\_\_\_

QUESTIONS OR CONCERNS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_