



IMPACT Individuality

The “I’s” of IMPACT

Investigation, Individuality, Interpretation- To better meet the needs of our students we have designed three distinctive curriculum paths that mirror the three highest levels of Blooms taxonomy. This year your child will follow the **individuality** path, which falls under Blooms Synthesis level: *Applying prior Knowledge and skills to produce a new or original whole*. **IMPACT Individuality** will focus on what makes your child unique and the important ideas and contributions of other individuals.

Structure of Class – IMPACT is not structured like a regular classroom. Students will be given more freedom to choose what they want to learn, how they want to learn and how they will show what they learned, within the boundaries of our units. With this freedom also comes responsibility. With teacher support and guidance, students will monitor their own progress and will be expected to meet all assignment deadlines. Students will be expected to come to class on time prepared with supplies and agenda. They will also be expected to participate actively and productively alone and in groups. Students are expected to take responsibility for their own actions and lack of action during the learning process.

Resources/Textbook – IMPACT does not require a textbook but every student will be expected to use materials from the school and the public libraries. Students may also need to use Microsoft Office programs and/or the Internet if he/she is unable to complete assignments in class. ***Students who have not already done so should apply for a Kansas City and/or Mid-Continent Public Library card as soon as possible.***

Grading Policies - A student’s grade is composed of performance in two areas (classwork and assessment performance). These grades are weighted with classwork representing 40% of the student’s grade and assessment performance representing 60% of the student’s grade.

Absent Work Policy - Students are expected to complete work they miss due to an absence. Many assignments will be posted on the class’s Canvas page on the day of the assignment. It is the students’ responsibility for requesting any work missed from the classroom teacher on the day of their return to class.

Late Work Policy - Students are expected to complete coursework in a timely manner. Students will have up to two weeks following the completion of a unit to submit late work. Coursework will not be accepted or credited towards a student's grade outside of this time frame.

Academic Dishonesty - Academic dishonesty is a serious offense which may result in consequences.

Examples of academic dishonesty include, but are not limited to:

Cheating on test/homework

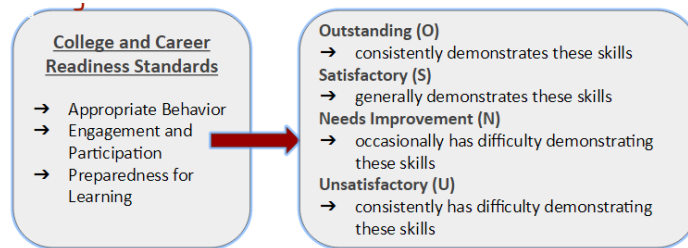
Plagiarism

Taking a test for another student, etc.

Consequences may include a zero on the assignment, a detention and/or ISS/OSS.

Academic Support/Tutoring – Mrs. Casebolt will be available for after school tutoring and work sessions by appointment.

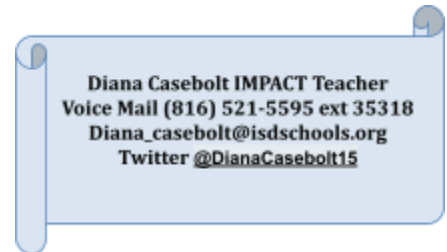
Advanced Student demonstrates understanding of the concept taught, making no errors related to the learning target, OR goes beyond classroom instruction making connections that were not taught in class.	10
	9.5
Proficient Student demonstrates understanding of the concept as it was taught, making no major errors related to the learning target.	9
	8
Basic Student understands the simpler parts of the concept but may make major errors or confuse ideas.	7
	6
Below Basic Student made an attempt at the task but needed significant help from the teacher or another student to do any of it.	5



Communication Process – Parents may contact me by email (preferred) or phone with questions or concerns.

Keys to Success in Class:

Be present. Be at school daily.
Put forth your best effort each day.
Be kind to others.
Ask for help when needed.



Major Units (These are examples of possible units of study for this year.)

Battle of the Brains- "Science City and Burns & McDonnell have partnered over the past few years to make sure a visit to Science City is an exciting and fulfilling experience. Now, they're giving area kids a chance to do the same. It's the Burns & McDonnell Battle of the Brains, a unique opportunity for your school group to design the next great exhibit for Science City!" <http://battleofthebrainskc.com/>
This year we will guide students through the Battle of the Brains competition. Wish us luck!

Personal Philosophy- Students will participate in multiple inquiry activities that encourage them to examine their own core values while learning that what was obvious to them may not be obvious to others. Throughout the unit the students will gain a more complete understanding of their own "truth" to develop a personal philosophy.

Model House- Students will expand their knowledge of architecture and the design process. They will experience the creativity and challenge of being an architect and at the same time, gain practice in skills related to math. Students will design and build a model house.

The Passion Project- "...research clearly shows that when you find someone who has discovered their passion and has been given the freedom and encouragement to fully pursue it, they will feel a strong measure of self-respect, confidence, and determination to succeed." Thrively.com
Be inspired. Inspire others. Find your passion. Release your genius. Make your IMPACT. More information to come...

Civil Rights Unit - In the 1950s and 1960s, the Civil Rights Movement filled news headlines across the country. No one could turn on a television, open a newspaper, or listen to the radio without hearing new reports about sit-ins, riots, massive demonstrations, Supreme Court decisions, or the Civil Rights and Voting Rights Acts. These events had an enormous impact on American life. We will study major events of the time and their impact.

Media Literacy- Media literacy involves the skills required to understand, create, and critically interpret print, screen-based, and electronic texts. Media literacy examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of media conventions and techniques and considers the roles of the viewer and the producer in constructing meaning in media texts. Students will create a PSA by identifying an appropriate topic, purpose, and audience.