



IMPACT Interpretation

Purpose of Class - 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 *interpretation* path based on Bloom’s highest level, Evaluation: *Judging the value of material based on personal values/opinions*. **IMPACT Interpretation** will guide your child through challenges that will require him/her to interpret information, to figure out what is important or meaningful, and then justify the reasoning.

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 Google programs and/or the Internet if he/she is unable to complete assignments in class. *Students have access to a Mid-Continent Public Library card using their ISD student number.*

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:

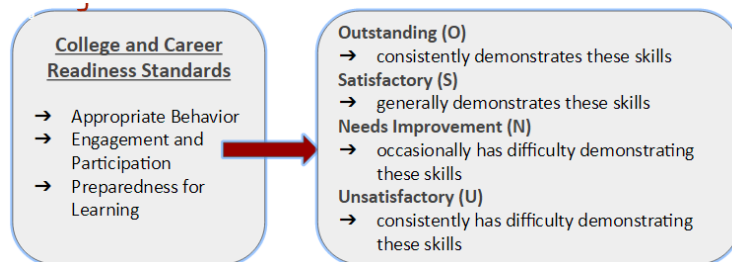
Cheating on test/homework

Plagiarism

Taking a test for another student, etc.

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

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

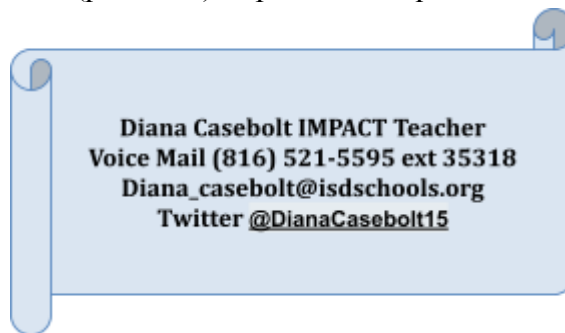


Academic Support/Tutoring – Mrs. Casebolt will be available for after school tutoring and work sessions by appointment.

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

So You're Gifted... A Quest for Self Discovery- Learn about your personal learning styles and preferences in this web based quest. Interpret your findings then create a unique presentation about yourself.

National History Day Competition- “National History Day (NHD) is not just one day, but a yearlong program that makes history come alive every day. NHD is an exciting way to study history and learn about issues, ideas, people, and events that interest you. The program lets you express what you have learned through a creative and original performance, documentary, paper, web site or three-dimensional exhibit. Through NHD you will learn the skills and techniques of the historian and discover new insights.” -from the NHD rule book.

Historical Simulation- Students will develop a historical persona using primary sources such as letters, diaries and newspaper articles then role-play their historically based individuals in order to learn about a particular era. Students reenact important events, portray notable figures, wear costumes, use period language and slang, learn about pop culture (maybe a few dance moves!), in a range of indoor/outdoor activities. The students will simultaneously complete an independent study project based on an important individual or contribution from this time period.

Just Mercy Novel Study by Bryan Stevenson- This copy has been adapted to be suitable for 7-12th grade students. The major ideas we will focus on in our study are the justice system and how it operates. The topic of justice and mercy will bring emotions to the surface for many of us. As we engage in conversations in this unit, here are some things to remember: Words affect others- be kind, Challenge ideas- not each other
Let everyone speak, Be a good listener, Give evidence for your claims.