

Harwood Union Middle School Course Syllabi

Welcome to Harwood Union Middle School! Through both core and specials classes at HUMS, students learn and practice the content and skills to prepare them for high school and the world beyond. All courses are structured similarly with respect to types of assessments, due dates and deadlines, and expectations of students to support success. General syllabus information below applies to all HUMS courses, and then more detailed syllabi for each course are linked toward the bottom.

[Click here to jump right to the course-specific syllabi](#)

COMMUNICATION

We value consistent communication with the families of our students. Please feel free to contact course teachers with any questions, concerns, or feedback about this course. You can expect communication from teachers if they have concerns about attendance, work completion, or other course expectations.

ASSESSMENT

Formative Assessments:

Formative assessments provide opportunities for students to practice their learning and to receive feedback on the different skills which will be synthesized on summative assessments. Formative assessments are linked to course Performance Indicators.

- There are many learning activities that provide practice and some kind of formative information that are not scored by teachers.
- Formative assessments that are reported in JumpRope will contribute to the overall course score with a 10% weight relative to a summative assessment.

Summative Assessments:

Summative assessments can take different forms as well. However, unlike formative assessments, which are considered practice, summative assessments are used to determine whether students have learned what they were expected to learn during a defined instructional period. These assessments are linked to one or more of the course Performance Indicators, scored, and used to record a student's level of proficiency at a specific point in time. Summative assessments may include tests, projects, presentations, etc.

DUE DATES/REVISIONS

Formative Assessment:

1. When a formative assessment is initially assigned, it will be given a due date. The expectation is that all work will be turned in by this date.
2. Students who meet the due date will receive feedback from the teacher.
3. Students can work to improve a formative assessment and receive additional feedback by the announced deadline so that they are better prepared for an upcoming summative assessment.
4. Formative assessments will not be rescored.
5. If a student does not meet the due date, they need to submit the assessment by the deadline. If

they do, their proficiency scores will not be affected by lateness (with the exception of scores under Self Direction). However, by missing the due date students miss the opportunity to receive additional feedback.

Summative Assessment:

1. When a summative assessment is initially assigned, it will be given a due date. The expectation is that all work will be turned in by this date.
2. Students who meet the due date will receive feedback from the teacher and may have the opportunity to revise or retake their assessment once to achieve a higher level of proficiency. Any revisions must be completed by the announced deadline. Some summative assessments lend themselves to revision while some must be retaken. There may also be summative assessments in a course that cannot be revised or retaken. This will be noted on a case by case basis by the teacher.
3. If a student does not meet the due date, they need to submit the assessment by the deadline. If they do, their proficiency scores will not be affected by lateness (with the exception of scores under Self Direction). However, by missing the due date students miss the opportunity for feedback and revision and the assessment score will be considered final.
4. If no work is turned in by the deadline, a score of M (for no evidence) will be recorded. Although the same skills will be assessed at various times throughout a course, this particular assessment will not be accepted beyond the deadline. This will have an impact on the student's overall course score.
5. There are some cases where a summative assessment may not be revised or retaken; these cases are clearly communicated to students ahead of time.

THE HARWOOD WAY

The Harwood Way reflects our habits of being; our humanity - who we seek to be as a community and how we show up for each other.

| | | |
|--|--------------------|--------------------------------|
| <i>I will...</i> | | |
| <i>Be ready to engage in my role in my academic program.</i> | READY | <i>Take care of ourselves</i> |
| <i>Honor my community through respectful language and actions.</i> | RESPECTFUL | <i>Take care of each other</i> |
| <i>Care for my learning environments and strive to keep my school safe, clean and comfortable for all.</i> | RESPONSIBLE | <i>Take care of this place</i> |

For more detailed information, see the [Harwood Way One-Pager](#).

ACADEMIC INTEGRITY

In all classes at Harwood, students' authentic, rigorous learning is a top priority. As such, it is vital that students submit their own work so that they can receive meaningful feedback to inform their next

steps in learning. Teachers use information from student work to adjust their instruction to best meet student needs and support learning. Harwood teachers work hard to cultivate an environment where students feel comfortable making mistakes and asking questions.

Academic integrity means being honest about what you know, acknowledging what you don't know, and being transparent about the ideas or words you use that were drawn from others' work or through the use of AI tools. Academic dishonesty involves any use of a tool or resource to misrepresent one's knowledge and skills to receive undue credit for a task, or sharing information with others that allows another student to misrepresent their knowledge and skills. Throughout all classes, it is expected that students ensure that the work they produce is an accurate representation of the knowledge and skills they possess.

Adapted from [*Catch them Learning: A Pathway to Academic Integrity in the Age of AI*](#).

ATTENDANCE EXPECTATIONS

Students are expected to be on time and in attendance at all class meeting times. This includes:

- Class blocks Monday-Friday
- ELO blocks (these may be teacher- or student- requested)
- WIN
- TA

Any time a student misses a class or ELO, they should email to check in on what they are missing.

In the event of an extended absence due to family vacation or activity such as a training program that is not run by the school but occurs during the school day, the student is responsible for making up work missed; school staff are not responsible for providing asynchronous learning to replace work missed.

COURSE SCORE

The numerical scores in JumpRope translate to the following levels of proficiency:

| | |
|-----------|------------|
| 0 - 1.7 | Beginning |
| 1.8 - 2.5 | Emerging |
| 2.6 - 3.3 | Proficient |
| 3.4 - 4.0 | Advanced |

Beginning in 9th grade, a course score of 2.6 or above is required to successfully complete any course.

JUMPROPE

Students and families can get a snapshot of progress in all classes by looking in JumpRope, our online grading and reporting system. It is recommended that students and families check JumpRope periodically to monitor progress, and reach out to the teachers directly with any questions that arise.

If you have questions about access or need help with your login, please contact Jessica Deane, Assistant Principal (jdeane@huusd.org).

Course-Specific Syllabi

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|---|--|
| <u>Team Aqua</u> (7th grade) English Social Studies Math Science | <u>Team Terra</u> (8th grade) English Social Studies Math Science |
| <u>Specials</u> 7th Grade Art 7th Grade Chorus 7th Grade Band 7th Grade DSH 7th Grade Health 7th & 8th Grade French 7th & 8th Grade Spanish 8th Grade Art 8th Grade Chorus 8th Grade Band 8th Grade DSH 8th Grade Health | |