

GOVERNMENT & ECONOMICS

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 Class web site: historyhaus.weebly.com

SOME THINGS TO KNOW ABOUT THIS CLASS

- Both semesters of this class are required for graduation.** Make this class a priority and see me if you need help.
- You will use Chromebooks during most class periods.** You will be assigned a specific, numbered Chromebook to use in class all year. Pick up your Chromebook when you enter class, unless the "No Chrome Today" sign is posted.
- If you are absent, there are 3 places to check for what you missed:** 1) My web site (historyhaus.weebly.com) - look under the current unit page; 2) the handouts folder - as you enter the room, it to to the right, on the shelf; 3) talk to me if you have any questions. If you are ever without Internet access at home, please let me know so we can make arrangements to get you what you need to succeed.
- I use a grading and learning management system called JupiterEd to report details about performance scores and assignments. As for Synergy, I post overall letter grade updates every few weeks.** So, if you want to be updated about specific assignments and tests, I am sending home a sheet with temporary passwords for parents to create an account. It is a simple process. One of the things I really like about JupiterEd is that, as a parent or student, you can set it up to notify you (via email or text - your choice) under conditions that you specify (you can receive a weekly report, or just receive updates when a grade falls below a certain level, etc.) In addition, I like that parents can select either English or Spanish as their preferred language for receiving messages. It has been my experience that both of these features improve teacher-to-parent communication. In addition, JupiterEd is a rich LMS (learning management system) that allows students to submit assignments and unit quizzes for online grading.
- This is a standards-based class that uses a grading model that is built upon 4-3-2-1 scoring.** This means a few important things: First, *the academic grade is based on student performances that have been assessed using a feedback rubric (scoring guide).* Different standards have different rubrics, but they are similar to this one, but with more specific details about performance:

4	Exceeds	Advanced understanding/application of the standard
3	Meets	Solid understanding/application of the standard
2	Nearly meets	Gaps in understanding/application of the standard
1	Beginning	Shows minimal understanding/application of the standard
NA	Not attempted	No attempt to meet the standard was made

Second, *the grade is determined by student performance in the following categories, on the following standards:*

- Literacy Assessments** (argumentative essay; reading assessments - these are based on Common Core standards) = 40%
- Self-Paced Core of Knowledge** (assignments, formative quizzes, unit test, unit extension piece or project - these are based on the Oregon Social Studies Standards for content knowledge; students must be in class to access them) = 40%
- 21st Century Skills** (communication & discussion, collaboration, problem solving, critical thinking, decision making - these are based on qualities that employers and colleges have identified that they are looking for, along with ISTE standards) = 20%

Here's what that might look like in JupiterEd:

Notice there are no due dates for Self-Paced Core assignments.

This is the current grade; revising the Reading Assessment could lift it to an A.

Assignment	Score	Comment	Impact on grade
CONSTITUTION GATE 1: Constitution YouTube Intro Response	<input checked="" type="checkbox"/>		
CONSTITUTION GATE 2: Unpacking Article 1	<input checked="" type="checkbox"/>		
CONSTITUTION GATE 3: Formative Quiz 1: Article 1	7 / 10 B		0.0%
CONSTITUTION GATE 8A: Electronic Test Raw Score (Data Only)	47 / 56 B	This is a 3	0.0%
CONSTITUTION GATE 8B: Written Test Score	4 / 4 A		0.0%
CONSTITUTION GATE 8C: Extension Project or Piece	4 / 4 A		0.0%
CONSTITUTION: Unit Score (Gates+Test+Exceeds Extension)	3.5 / 4 A		+2.4%
9/8 Discussions: Intro to Government Unit	3 / 4 B		-3.7%
9/14 Expansion of Government Project	4 / 4 A		+3.8%
9/18 READING ASSESSMENT: Integrate info from multiple sources	2 / 4 C		-8.7%
10/3 ARGUMENTATIVE ESSAY: Arguments & Claims	4 / 4 A		+8.8%

Satisfactorily completed Self-Paced Core assignments have a check mark next to them.

You can find raw data scores for quizzes and tests here.

JupiterEd shows the effect on the grade of each score.

Students can retake reading assessments and revise writing assignments to attempt to raise their score (details inside).

1st Semester Total	82.5%	B
Self-Paced Core	87.5%	A
Literacy Assessments	75.0%	B
21st Century Skills	87.5%	A

3.5 / 4 40.0%

6 / 8 40.0%

7 / 8 20.0%

- The grading scale percentages are different than what you may be used to seeing.** To a grading program, a 3 out of 4 is, of course, 75%. If a student were to earn 3s for every score in Semester 1, they would meet every standard - *but* their score would be reported as 75% and a C if I used a traditional grading scale breakdown. However, by agreement with other standards-based teachers in Social Studies and Language Arts at TuHS, a student who earns all 3s in Social Studies should receive a B, and not a C. For this reason, I will use the altered grade scale seen to the right. *It is important to note that this grade scale is not actually easier than a traditional one.* It is simply adjusted to fit with the standards-based approach, in a way that is fair to students.

A	85.0%
B	70.0%
C	50.0%
D	40.0%
F	0.0%