

# Expectations, Procedures, and Policies For 6<sup>th</sup> History Class



## Classroom Expectations

1. Follow directions the first time they are given.
2. Be in the Line to the class and silent when the bell rings.
3. Keep hands, feet, and objects to yourself.
4. Use appropriate language; no put-downs, teasing, or other inappropriate words.
5. Act and Speak Respectfully.
6. Be Productive.

## Classroom policies

1. Students must sit where they are placed on the seating chart. There are no exceptions to this expectation.
2. No food or drink is allowed inside my classroom. (**Water Bottles are the exception. Containing WATER WITH SCREWED ON TOPS**)
3. Sleeping In Class: Students will not be allowed to sleep in class and will result in an academic minor.



## Class Wide Norms

**Be Responsible**

**Expect Excellence**

**Always be Prepared**

**Respect Others**

**Stay Safe**

## Classroom procedures

- A. Work Completion – For work to be considered complete, all parts of the assignment must be complete.
- B. Handing in work – Work must be handed in to the appropriate location.
- C. Entering the classroom – You must enter class **silently**. Whispering is not allowed.
- D. Moving to your seat and Launch – After you have walked through the front door to the classroom silently, pick up any handouts on the table. After picking up the handouts, walk to the desk that is assigned to you without talking. **Make sure you have all the material that**

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**you need for this class only!** Students will not be allowed to return to their locker after the 5 min transition is over.

- E. Quiet signs – If the class is doing an activity but then Mr. Sowell needs the class attention, he will use different signals to ensure that students are silent and that the class is paying attention. Two quiet signs are the following:

1. Count down from five: In order to get the attention of the class after group work, Mr. Sowell will count down from five. At that point you must give Mr. Sowell the following five things:

2. Call Back: When Mr. Sowell says Bears!! Students will respond by saying Roar then Mr. Sowell will respond by saying Why? Students will respond by saying “Because we are destined for greatness”.



**At the end of all the call back students are to give Mr. Sowell the following five things:**

1. **be silent**
2. **be still**
3. **Track the speaker**
4. **Listen to the speaker**
5. **Have your hands free**



- F. Handing in late work – **Late work will only be accepted the day after it is due with a parent signature. Anything handed in after that date will be counted as a zero (Parent will be contacted)**



- G. Late Project: Late projects will be taken only on the day after the due date. I will have 10% deducted from it before it is graded. (Parent will be contacted)

- H. Movement in the classroom – **Students must have Mr. Sowell’s permission to get out of their seat at any time throughout the class period.**

- I. Sharpening pencils – Pencils should be sharpened before class begins. There will be a student who will check with everyone before class starts to see if pencils are sharpened. If both of your pencils are dull and you need to sharpen your pencil during class, raise your pencil in the air. If Mr. Sowell gives you permission to sharpen your pencil, only then may you silently walk to the pencil sharpener to do so. Mechanical pencils should have plenty of lead. *Students will not disrupt class by asking other students for lead. Students should get out their wooden pencil backups and continue working.*

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- J. Bathroom – The best thing for students to do is to use the restroom in between class. Students will not be permitted to leave the room for the first 15mins of class or the last 15mins of class. ***Students will be allowed to go to the restroom only during emergencies, or if a doctor's note has been sent to the nurse.***
- K. Throwing out garbage – All garbage is to be kept at your desk until the end of class. At the end of class, take your trash as well as any scraps on the ground near your desk and place them in the trashcan.
- L. Getting the teacher's attention – If a student needs to speak with Mr. Sowell, that student should raise their hand ***but not call out with their voice.***
- M. Required supplies – Come to class prepared with the proper supplies. The first item you need to bring is your Spiral note book that includes two pencils and a pen. You should also bring your History book every day. Students are not allowed to leave class for supplies or books once class has begun.
- N. End of class dismissal – Mr. Sowell, not the sound of the bell, will tell the class when it is time to get ready to go. When Mr. Sowell says, "Have a good day," then students may leave the classroom or talk with Mr. Sowell if they have questions.
- O. ***Fire/Earthquake/Emergency – For emergency drills and real emergencies, we will remain calm, silent so students can hear potential lifesaving information, leave the classroom, and walk to the appropriate place as one group. As we walk together, no students should separate from the class group.***
- P. Cheating policy – Cheating cheats you out of your own education. Cheating doesn't help you learn, and we are here to learn. The punishment for cheating will be a zero on that assignment and a phone call home and an office referral.
- Q. Visitor policy – Since we are a class with big goals that will achieve great results, we will have more visitors in our classroom than normal. Do not be distracted by visitors, but instead, show them why we are the most successful class in all of TRMS.

**\*Grading Weight System**

Test 30% (Case Test)

Assignments 70%

100%

Assignments includes the following work.

- Class Work
- Quizzes, Unit Test
- Projects, Participation.
- Mid-Term (Average of the Test Score and the Semester Grade Avg together. Counted Two Times)

There will be two grades each week.

One grade will be an average of Classwork, Quizzes, and Participation done that week.

Unit Test will be counted twice in the grade book.

Projects will be counted three times and there will be one project each 9wks.

**\*Subject to change.\***

Chase Sowell  
TRMS  
6<sup>th</sup> Social Studies

Curriculum: Gallopade

Pacing Guide:

Case Benchmark #1:

- Foundations of Human Civilization
- Ancient Mesopotamia
- Ancient Egypt
- Ancient Israel

Case Benchmark #2: (Includes Case #1 Studies)

- Ancient India
- Ancient China

Case Benchmark #3: (Final Assessment will include all previous studies)

- Greece
- Rome

Contact Information:

Please don't hesitate to contact me if you have any questions or concerns.

My planning time is from 9:40 am to 10:50 am. I would be more than happy to speak with you during this time or have a conference.

**School:** (731)855-2422

**E-mail:** chase.sowell@trentonssd.org

**Remind:** Best way to get in contact with me after hours or on weekends.

You can send me a message Monday through Sunday until 10:00pm at night with any concerns or questions you might have.

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**Student Acknowledgment Form**

I, \_\_\_\_\_, have received, read, and  
(Print student name)  
accept the expectations, rules, procedures, and policies for Mr. Sowell's class.

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

**Parent/Guardian Acknowledgement Form**

I, \_\_\_\_\_, have received, read, and  
(Print parent/guardian name)  
accept the expectations, rules, procedures, and policies for Mr. Sowell's class  
with my child \_\_\_\_\_.  
(Print student's name here)

Parent/Guardian Signature: \_\_\_\_\_

**Parent/Guardian Contact Information**

This is an information sheet that will be kept between you and me. By answering the following questions, you will help me better serve your student.

Phone number during the day: \_\_\_\_\_

Phone number during the evening: \_\_\_\_\_

What is the best time to reach you? \_\_\_\_\_

Email: \_\_\_\_\_

Do you check your email regularly? \_\_\_\_\_

What is the best way to reach you: \_\_\_\_\_?

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**Parent/Guardian Survey**

Please answer the following questions. I appreciate your taking the time, and I am looking forward to a great year together.

1. What are your hopes and dreams for your child?  
*¿Cuáles son tus esperanzas y sueños para su hijo?*
  
2. What is special about your student? What do they do especially well?  
*¿Qué tiene de especial su hijo? ¿Qué hacen especialmente bien?*
  
3. Describe the best teacher your student has ever had. What do you think they did to help your child learn?  
*Cuál es el mejor maestro de su hijo ha tenido alguna vez. ¿Qué crees que hicieron para ayudar a su niño a aprender?*
  
4. Has your student been in a classroom situation in the past that was unproductive for them? Why was this situation unproductive?  
*Ha sido su alumno en el aula en el pasado que no fue productivo para él o ella? ¿Por qué esta situación improductiva?*
  
5. Is there any additional information that you think is important to share with me?  
*¿Hay alguna información adicional que usted crea que es importante compartir conmigo?*