

CORE: LANGUAGE, LITERATURE, & SOCIAL STUDIES

Teacher: Mrs. Hinkle

Curriculum

Welcome to 7th grade core! In this class we study the history and geography of the eastern hemisphere during the Middle Ages, when world cultures were becoming increasingly interconnected. The cultures in focus include: Meso-America, the Roman Empire, China, Japan, Islam, Africa, Medieval Europe, and Renaissance Europe.

Literature is integrated with social studies, as we read historical novels along with a variety of fiction and nonfiction. Language skills of writing, listening, and speaking are developed as we communicate about people and ideas.



Classroom Climate

Our classroom, like life, is guided by several fundamental values:

Respect

Respect your own worth and the worth of others. Treat others in a way that doesn't violate their rights or feelings.

Integrity

Do what you know is right.

Responsibility

Be dependable, and accountable for your actions.

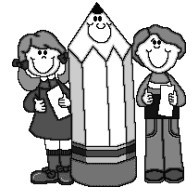
Cooperation

Work together toward a common goal.

Effort

Do your personal best, and never give up.

Supplies You Will Need Daily:



This list is essential. If you cannot afford these items, let me know and I will provide them for you. Please bring them to class.

- ✓ Redwood Student Planner (provided)
- ✓ Binder paper
- ✓ Two highlighters
- ✓ Regular pen and pencil
- ✓ Red pen for correcting
- ✓ Colored pencils
- ✓ Ruler
- ✓ Binder dividers labeled Language, Literature, and Social Studies, or equivalent method of organization

Behavior Consequences

Good behavior is recognized with compliments and privileges.

If your work is a problem, you will:

1. Get help from Mrs. Hinkle.
2. Get a parent email or tutoring invitation.
3. Participate in a parent teacher conference.

If your behavior is a problem, you will:

1. Hear a reminder from the teacher.
2. Lose a classroom privilege.
3. Stay for teacher detention.
4. Get a phone call or email to your parent.
5. Participate in a parent teacher conference.
6. Get a referral to the Vice-Principal.

Assignments & Grades

Daily assignments are intended to reinforce the day's learning and prepare you for the next day. **Long-term projects** are designed to encourage you to be creative, with the support of a time frame and clear criteria. Assignments are listed on the board and on the web site.

Absent work: You are responsible for keeping a calendar of assignments, and for asking me about work after you are absent. You have one extra day per day of **excused absence** to make up work, up to a **week**. The student handbook defines "excused absence."

Late Work: Unexcused short-term assignments, including "no name," earn **50%** credit, larger projects **70%**, for up to a **week**. If you are late with work, your parent will get an **email**. This communication is to keep parents informed, so we can help you be organized and responsible. I reserve the right to limit the time that late work is accepted.



Grades are based on **class participation, assignments, tests, and projects**. You will also self-evaluate your strengths and plan for improvements. Your own opinion is the one that is the most valuable.

Your work will be returned with both grades and comments. The PowerSchool grade book is available for you to monitor all your grades.

Failing grades will be sent home for discussion and signature by your parent. No test retakes, but remedial help is available.

Communication

Back to School Night: I look forward to meeting parents soon in room 33.

Mailing List: I will also email occasional news and information to parents. Please sign up: vhinkle.com/list.html.

Web Site: vhinkle.com

See lesson plans, homework, calendar, and study resources.

Blog: vhinkle.edublogs.org

See and comment on student writing and digital projects.

PowerSchool Grade Book:

www.saratogapowerschool.org/public

Questionnaire:

If you wish, I would appreciate your optional response to my Parent Questionnaire: vhinkle.com/questionnaire.html. Please let me know any information that will help me to teach your child better.

Parents and students, please ask me whenever you have a question or concern. Parent conferences and classroom visits are welcome; please make an appointment.

Phone: 867-3042 x 133

Email: vhinkle@saratogausd.org

Dear Parents,

*Please review the information in this newsletter with your son or daughter, and acknowledge by emailing me. Please visit **vhinkle.com** to register for my mailing list.*

Thank you,

V. Hinkle

Social Emotional Learning at Redwood

Dear Parents,

At Redwood we are committed to the social emotional health of our students. Through the integration of Project Cornerstone, we are modeling and teaching “developmental assets,” the positive values, relationships, skills and experiences that help children thrive. These include positive role models, honesty, and empathy, among others.



Homeroom is one facet of Redwood’s social emotional program. In my homeroom and in core, your child’s day begins with a short meeting called “Circle of Power and Respect,” a practice that developed from research into middle school development. Every day, your son or daughter is greeted, hearing his name spoken by a classmate in a friendly and supporting manner. Next, a few students share an experience or idea, followed by comments from the class. This helps the one sharing feel valued, and helps all to listen, formulate good comments, and learn about each other. There is usually a short group activity to reinforce social and academic skills. Finally, we transition into the academic activity of the day.

Circle of Power and Respect, or CPR, sets the tone for the day. It encourages cooperation rather than competition, assertion rather than aggression, responsibility rather than apathy, empathy rather than self-absorption, self-control rather than impulsiveness. It builds community by addressing two vital human needs: the need for belonging and the need to feel significant. In addition, it engages students in a way that encourages academic development, by practicing how to observe, reflect, speak, and listen. If you would like to discuss the program, please feel free to contact me.

Sincerely,
V. Hinkle
7th Grade Core
vhinkle@saratogausd.org

Further information:
<http://www.projectcornerstone.org>
<http://www.projectcornerstone.org/html/developmentalassets.html>
<http://www.responsiveclassroom.org/>

Activity Opportunity in Core Class



Dear Parents,

Room 33 has a stationary cycle. Students may use it with permission in my presence, following my safety rules. They can sign up for a ten-minute turn on the cycle, as long as it doesn't interfere with class learning. Students can still listen and give answers, and I have seen students reading and even writing on the cycle. For those who want exercise or have trouble sitting still, this change of pace can refresh and energize them.

Of course I will take every precaution to ensure its proper use and to provide safety for the students, but every activity has a potential for injury. Before students may use the stationary cycle, we need your permission and release of liability. If you agree to allow your child to use the stationary cycle, please complete and return the permission form below.

Thank you,
V. Hinkle
Core Teacher



I give my permission for my child, _____

to use the stationary exercise cycle in room 33 under the teacher's direction and rules. I understand that the teacher, Virginia Hinkle, will take every precaution to ensure its proper use and to provide safety for the students, but every activity has a potential for injury. In consideration for my child being allowed to use personal property belonging to Virginia Hinkle, I agree to hold Virginia Hinkle and Saratoga Union Elementary School District free of liability.

Print Parent's Name _____

Parent's Signature _____ Date _____