

We the People of A-2

Well, really just Mr. Hamilton in order to form a more perfect learning environment, establish justice, insure classroom tranquility, provide for every student, promote individual academic and personal growth, do ordain and establish this Constitution for A-2. This constitution will govern how this course & classroom operates. Why do we need all this structure in this class? Because this constitution frames what is going to be expected of you while taking this class in A-2.

Before you think this constitution and all its rules are stupid, know that all aspects of this constitution are a result of eight years of dealing with students in high school and all the crazy things that they have done. Version 10.0

Article 1 – Why Study History?

- If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree. Michael Crichton
- History is a relentless master. It has no present, only the past rushing into the future. To try to hold fast is to be swept aside. JFK
- History is strewn thick with evidence that a truth is not hard to kill, but a lie, well told, is immortal. Mark Twain

...to wrestle with these big questions:

- o Where did we come from?
- o What causes change?
- o Where are we headed?

Article 2 - Big History

This is a yearlong course designed to transcend traditional self-contained fields of study and grasp history as a whole, looking for linked ideas and connections across history's entire spectrum. By exploring these connections, and effectively questioning, analyzing and postulating, it provides a foundation for thinking not only about the past, but also the future and the changes that are reshaping our world.

Big History will require students to examine big questions....

- How has the universe and life within it grown more complex over the past 13.8 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we “know” change over time?
- How does what happened during the early days of the universe, the solar system, and earth shape what we are experiencing today?

Article 3 - Course Themes

Essential Skills

- Thinking across scales
- Integrating multiple disciplines
- Making and testing claims

Core Concepts

- Thresholds
- Collective learning
- Origin Stories

Article 4 - Learning Outcomes

- Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.
- Integrate perspectives from multiple disciplines to create, defend and evaluate the history of the universe and universal change.
- Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.
- Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one’s thinking, and present findings that are well-supported by scientific and historical evidence.
- Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form a well-crafted and carefully-supported written or oral argument.

- Communicate arguments to a variety of audiences to support claims through analysis of substantive text and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking or other formats.
- Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.
- Engage in historical analysis using the theories and practices from multiple disciplines, toward and integrated, interdisciplinary understanding of the history of the universe.

Article 5 – Classroom Expectations

Your greatest power lies in your ability to make a choice.

C	Choose to empower yourself. (Your education is your responsibility.)
H	Have respect for your surroundings, others, and yourself.
O	Open yourself to others' perspectives. (Listen.)
I	Inquire about all things. (Be a kid who wants to learn about everything.)
C	Come prepared.
E	Envision how to be successful.

Learning is not a passive pursuit.

- Hamilton is here to provide you an opportunity to learn; he is not here to do the work for you.
 - He earned his diploma from Capital (Class of 1991).
- Make the CHOICE to take an active role in class; this requires effort on your part.

Article 6 – Student Classroom Behavior

- This classroom is a micro-community. (OURS)
- All of you are individuals in this community, and each of you has the right to a classroom that fosters learning.
- Laws govern a community – no one is above the law.
- How an individual chooses to behave in society comes down to a personal CHOICE. All CHOICES have consequences (positive or negative).

Article 7 – Grading

- School is suppose to be about learning, not grades. Does a grade truly show anything?

- To help facilitate a classroom that is focus on learning, you will be graded on a modified standards based system.
- Your end of semester grade will be determined by evidence of your growth and learning by meeting the standards and objectives of the class. Mr. Hamilton and you will do this by discussing your portfolio of work (all your formative and summative assignments) over the course of the semester.
- During the semester there will be two types of assignments: formative and summative.
 - Formative: 20% of overall grade
 - Summative: 70% of overall grade (assessment of standards)
 - During the semester your entire overall grade will be determined by these two categories. These scores will show how you are progressing toward the meeting the standards.
 - Citizenship: 10%
 - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Article 8 – Assignments

- The majority of assignments will be completed via Schoology and google docs.
- All physical assignments will be turned into Mr Hamilton.
- During the semester there will be two types of assignments: Formative and Summative.
 - Formative 20% of overall grade (Practice of standards and objectives)
 - Summative 70% of overall grade (Assessment of standards and objectives)
- All will be graded on a 1-5 scale
 - 5 - Exceptional
 - Demonstrates complete and masterful work by effectively communicating and flexibly applying an understanding of all standards.
 - 4 - Skilled
 - Demonstrates proficient work by communicating a meaningful understanding of the standards.
 - 3 - Proficient
 - Demonstrates ability to communicate an emergent understanding of standards. Some gaps in understating exist.
 - 2 - Developing
 - Demonstrates significant gaps in understanding of the assessed standards. Guidance and practice are necessary in order to progress.
 - 1 - Inadequate
 - Too little or no work submitted to show evidence of the assessed standards.
 - 0 - In the grade book means you did not turn in the assignment.

- ONLY THE FINAL GRADE MATTERS! You are here to learn, that is a process that takes time. Like a semester, or a school year.

Article 9 –Assignments Due Date and Late Work

Each Assignment will include both a Due Date and a Deadline Date.

- Due Date - The expected date for an assignment to be completed.
- Deadline Dates - The absolute last day an assignment can be turned in.
 - This date is the last day of a unit.
 - As long as the work is completed and meets all the requirements, assignment will receive full credit.

Article 10 – Requirements for Each Day of Class

- Ask Questions
- An open mind and determination to learn each day.

Article 11 – Smart Phones

- Research shows that students with a smartphone near them will not be fully on task, even if it is in your bag.
- During class you will be taking a break from your phone.
- During this break you will place your phone in your numbered spot in the Phone Booth. This is how I will take role. Your phone in the Phone Booth will tell me you are present in class.
- Placing your device in the Phonebooth is part of your citizenship grade. Digital Responsibility and citizenship.
- Hamilton may allow the use for listening to music, during specific times determined by him.
 - Benefits to you...
 - Charge your phone.
 - Take a break from the modern rat race
 - Get a hit of dopamine at end of the period from all the notifications that will be waiting after 50 min of class. (Snapchat and Instagram do this already to you.)

Article 12 – Hamilton’s Classroom

- Hamilton has lots of toys and other trinkets and whatnots in his classroom. Many of them are for you to play with from time to time. But they are his, so respect them.
- The classroom is used by students after you leave. Leave the classroom better than you found it. Clean up after yourself.

Student Bill of Rights

Amendment I – Cheating / Academic Dishonesty

It is not accepted. In this class you will have to show what you have learned and can do. Nothing comes from completing work by copying it from others. 95% of your grade is determined by what you can do.

- Make the CHOICE to do your own schoolwork
 - Do not give your schoolwork to others. I know friends help friends, but giving it away is as bad as copying the schoolwork.
 - The consequence for both parties is simple. Both will get a zero on the assignment with no way to remove that (0) from the grade book.
 - If there is a second offence then you will be taking a trip to see one of the big three.

Amendment 2 – Attendance

The value of school is in connecting with a diverse group of people and thinking differently about the world. So come to school.

- It is your job to come to school. (Don’t give me, “I don’t get paid.”)
- Being absent does not excuse you from what happened that day in class. You must find out what you missed.

Amendment 3 – Arriving Late to Class (Tardy)

Once the final bell is done ringing, you are considered late, the school policy will be followed.

- If you have a note from a teacher or employee of the school, you will not be considered late.

Amendment 4 – Resources

Resources are limited in our world. They are also limited in this class.

- Resources in this class are assignment handouts.
- If you lose a handout you must solve your problem (this will be the easiest way for you). If you come to me to solve your problem, there will be a cost (nothing is free) for your CHOICE.

Amendment 5 – Hand Holding vs. Practice Being a Young Adult

Hamilton is not here to hold your hand; he is here to help you with your learning. His job is to help you prepare for the world outside of these walls. He knows you need to learn to be responsible for yourself. This comes about by learning to deal with the consequences of the CHOICES you make as a young adult.

- Adult vs. Kid: The only real difference between adults and high school kids is that adults realize they need to get things done, and high school kids don't. You don't have to wait to be an adult. There's no switch inside you that magically flips when you turn a certain age or graduate from some institution. You start being an adult when you decide to take responsibility for your life. You can do that at any age.

Amendment 6 – Excuses

Mr. Hamilton loves to listen to excuses so he can hear creative new ones.

- Excuses will not work and will have no impact on the situation that your CHOICE got you into.
- Good CHOICES = No need for excuses.
- THE TRUTH WILL SET YOU FREE.

Amendment 7 – Disruptive Behavior

Your behavior is a result of CHOICES you make. (Yes, you are in control of you.)

- You disrupt the classroom/learning, and you will be asked to leave.
- Your poor CHOICE will have a consequence – to be determined by individual case.

Amendment 8 – Golf Words

You will use classroom appropriate language.

- Golf Words are defined as F&#K, S@#T, G#\$
 - Get creative and expand your vocabulary
- Use a golf word in class and Hamilton hears it:
 - There is a simple and PAINFUL consequence.
 - PAINFUL Consequence – Handwrite 300 sentences of,
 - “I will not use golf words in Mr. Hamilton’s class ever again.”
 - Mr. H will not accept your class work until you complete the 300 sentences.
 - Sentences are due three days after the infraction.

Amendment 9 – Clean Room

The cleaning staff is not here to clean up after you. Don’t make the CHOICE to be lazy and careless.

- Room A-2 will be clean before the class leaves.
- You might only be here for an hour, but I’m in A-2 all day! I don’t want to live in your trash.
- If Mr. H sees you drop trash, or trash around your desk, you will be cleaning up the room before moving on to your next class
- Desks - they are new! Take care of them. If you need to draw, I will get you a sheet of paper. If you draw on them, you will clean all of them.

Amendment 10 – Listening

When Mr. Hamilton is speaking, you will listen to him.

- When someone else is speaking, you will listen to them.
- When Mr. Hamilton asks for your or the class’s attention, he expects it. Act like the young adults that you are.
- Mr. H knows if you are listening simply by your body language. (You must be looking at him.)

Amendment 11 – Time

I want you to have your own time. We all need our own time to do the things we love.

- I believe that it is your job right now to come to school and make the most out of the opportunities given to you to better yourself.
- So school being your job means doing your school work at work, not at home.
 - Again, you need your own time.
- Use your school time wisely.

- I'm going to do my best not to give you homework.

Amendment 12 – Due Date & Deadlines: Part 2

Humans procrastinate – Due Dates and Deadlines provide humans a structure to complete tasks.

- Due Date - The expected date for an assignment to be completed.
- Deadline Dates - The absolute last day an assignment can be turned in.
- Hamilton has the policy because he wants you to learn and that takes time and effort on your part.

Amendment 13 – Extra Credit

It's very simple; there is no Extra Credit.

- Where in life outside of school can you get extra credit?
- This class is a graduation requirement; you have to pass it sometime. Please take this class once!

Amendment 14 – 21st Century Skills

Practice the 21st Century Skills and Characteristics for Success.

- Skill 1: Critical Thinking and Problem Solving
- Skill 2: Collaboration Across Networks and Leading by Influence
- Skill 3: Agility and Adaptability
- Skill 4: Initiative
- Skill 5: Effective Oral and Written Communication
- Skill 6: Accessing and Analyzing Information
- Skill 7: Curiosity and Imagination

Amendment 15 - Ampelmann

- The bathroom pass.
- You will not have to ask me if you can go to the bathroom. Practicing being a young adult here.
 - If you have to go and the light is green you can go.
 - If I'm talking or class is watching a video it's probably not the best time to go.
 - Flip the light switch as you leave, and when you return flip it back.

- If it is red no one else can go, one at a time. If you decide to make a poor choice and take a long time out of the room, you will be only hurting your classmates. I will also talk to you, and you may lose your ability to practice being an adult, and I will have to treat you like a child. I want to work with young adults, not children, I have two children and they are enough!