



Portland Public Schools
Syllabus

2016-2017

Teacher: Aarika Elwer		School: Hosford Middle School
Subject: Social Studies	Course Title: The Roman Republic through the Age of Exploration	Grade Level(s): 7 th
Prerequisites: No required prerequisites. All 7 th grade students take Medieval World Studies.		
Course description: True education is a continuing legacy that transcends the bounds of time and stretches on into the unwritten future. It is the duty of each generation to remember the stories and people from the past and forge their future with their own dreams. In studying Medieval world cultures and civilizations, we gain understanding into the experiences of people during this time. By drawing connections between the varied social, cultural, and political experiences of Medieval peoples, we see the beginnings of modern society as we know and understand it now. Through close examination of Medieval culture, government, and experiences students begin to grasp the Medieval time period and its continued impact on our lives today. While the textbook will comprise a portion of the daily instruction and assessment, it is only one tool in a larger collection. The true story of humanity, and of the past civilizations, must be told by exploring humanity itself through art, music, culture, literature, and the timeless facts of human existence. Students are encouraged to utilize and share their unique perspectives and cultures to enhance the understanding of humanity and history. This, in turn, will help students grasp the vast diversity of the human experience. What makes up the parts of life today is about creating a story of US.		
Priority Standards: It is essential these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues. <ul style="list-style-type: none">• SOC.07.01 Explain how cultures change to accommodate different ideas and beliefs.		

- SOC.07.02 Understand the fundamental tenets and practices of the belief systems of the scope of this course and the relationship of beliefs, values, and culture.
- SOC.07.03 Analyze a variety of historical sources and engage in historical analysis and interpretation.
- SOC.07.04 Understand the major characteristics, developments, contributions and historical influence of feudal Europe, the empires and kingdoms of sub-Saharan Africa, Imperial China, feudal Japan, and the early civilizations of the Americas.
- SOC.07.05 Understand the characteristics and impact of the rise of Islam, the Renaissance, the Age of Exploration, and the Enlightenment.
- SOC.07.06 Evaluate the importance of different points of view, self-interest, and global distribution of natural resources.
- SOC.07.07 Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
- SOC.07.08 Identify and give examples of the political, economic, and social characteristics of various forms of government of this time period. Understand the various purposes and forms of government of this time period by comparing and contrasting them to the US government. Examine how characteristics of the Roman Republic and Empire are reflected in the law, government, economy, and society of the United States.
- SOC.07.09 Explain and provide examples of how scientific and technological knowledge, such as the printing press, have influenced changes in values and beliefs.
- SOC.07.10 Explore the causes, consequences, and possible solutions to persistent, contemporary and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- SOC.07.11 Clarify key aspects of an event, issue, or problem and explain its significance; use and evaluate research information from various primary and secondary sources; identify and explain causes, consequences, and/or points of view related to the topic; and present reasonable, supported conclusions.

Schedule of topics/units covered:

Primary units of study include, but are not limited to:

- Europe during Medieval Times
- The Rise of Islam
- The Cultures and Kingdoms of West Africa
- Imperial China
- Japan during Medieval Times
- Civilizations of the Americas
- Europe: Renaissance and Reformation
- Europe enters the Modern Age

Academic Vocabulary:

Refer to the History Alive! and Nystrom Desk Atlas materials.

District adopted materials:

- History Alive! The Medieval World and Beyond
- History Alive! Interactive Notebook
- Nystrom Desk Atlas

Supplemental resources:

<http://www.teachtci.com/programs/middle-school-social-studies-textbooks-and-curriculum.html>

Materials Students Provide:

- One three-ring binder with a dedicated Social Studies section
- A spiral notebook
- Planner (provided by HMS)
- Notebook paper
- Pencils or pens
- Highlighters (two colors)

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

- Group work (Norms and Roles)
- Test Revisions
- Visuals
- Manipulatives

- Graphic Organizers
- Pre-teaching Vocabulary
- Breaking Task Into Smaller Pieces
- Study Team Strategies (Pairs Check, Huddle, Dyad, etc.)

Final proficiencies:

Students will be assessed on each of the learning targets set by Social Sciences State Standards and Portland Public Schools. Students will be assessed using work samples, weekly assessments, projects, and quizzes/exams.

Essential skills to be taught or assessed:

X	X	Read and comprehend
X	X	Write clearly and accurately
X	X	Listen actively and speak clearly
X	X	Think critically
X	X	Personal management and teamwork
X	<input type="checkbox"/>	Use technology
X	X	Civic and Community Engagement
X	X	Global Literacy

Assessment/evaluation/grading policy:

Students at Hosford Middle School are graded on a 4-point Proficiency rubric, which will transfer to an A-F grade at the end of each quarter. The primary focus for grades comes from summative assessments (quizzes, writing assignments, projects) and will rely on student engagement and practice in the form of formative assessments (classwork, warm ups, homework). Practice gained through formative assessment will support and guide student learning towards the final, summative assessments. Some summative assessments will be designed to allow students to utilize content material derived from formative assessments.

4. Highly Proficient (HP) – I can explain and teach the concept.
3. Proficient (PR) – I can use the correct tool to model and discuss the concept.
2. Close to Proficient (CP) – I can attempt to discuss, but need more practice.
1. Developing Proficient (DP) – I need to be re-taught the standard/concept.

Late Work:

Classwork and homework will be accepted for full credit up until three (3) days prior to the end of the quarter. If a project is late, please speak with me to determine grade penalties, if any.

Retakes:

Students who receive a CP or DP on a summative assessment (quiz, project, writing assignment) are able to show proof of proficiency by completing a retake or additional assignment to demonstrate knowledge and understanding of the standard(s).

Behavioral expectations:

Our class is a community. Students within our community must abide by the rules and expectations set by our community. As a leader of that community I, insist all students treat each other with the respect they deserve. The school rules that prohibit sexist, racist, homophobic, explicit, or otherwise hateful language are echoed in adult life, and carry serious consequences. The more students are aware of this and are able to practice it in a safe and sheltered environment, the better prepared they will be for their lives outside of school.

Students are expected to come to class everyday with their supplies, on time, and be ready to learn. Closed water bottles are acceptable, but there is no additional food, drink, or chewing gum allowed in the classroom.

Additionally, students are expected to be:

- Quiet and receptive to instruction
- Follow directions as given, including redirection when prompted
- Advocate for themselves and others
- Sharpen their academic and social skills
- Respect themselves and others
- Stand up for their values while being open to the beliefs of others

Safety issues and requirements:**ATTENDANCE:**

Many daily topics will be difficult to reproduce for absent students due to the nature of whole class discussions and participation, and are tailored to a

variety of learning styles. If a student is absent, they will need to check in with me upon the day they return to see what they have missed and what they will need to make up. Students will be given a new due date for work missed due to absence.

TARDINESS:

Two unexcused tardies per quarter are allowed. Additional tardies may lead to consequences such as: lunch detention and/or phone calls to parents/guardians.

Steps for Misbehavior:

1. Verbal warning
2. Change of seat
3. Think sheet
4. Parent contact

Contact information:

If you need to contact me, my email address is aelwer@pps.net. My prep period is 5th period. You can contact me by phone at 503-916-5640 ext 70335 (best times are 8:45-9:00am and 3:45-4:00pm)

WE HAVE READ AND UNDERSTAND THE GUIDELINES ABOVE.

Please sign, detach, and return this portion of the syllabus to Ms. Elwer. Student will retain syllabus for reference in the social studies section of their binder.

Date: _____ Class Period: _____

Student Name: _____ Signature: _____

Parent/Guardian Name: _____ Signature: _____