



Portland Public Schools
Syllabus

2016-2017

Teacher: Aarika Elwer		School: Hosford Middle School
Subject: Social Studies	Course Title: US History - through Reconstruction	Grade Level(s): 8 th
Prerequisites: No required prerequisites. All 8 th grade students take US History.		
Course description: The concept of "We the People" has resonated throughout the years and expanded to include many people the framers of the Constitution never considered. As each new group was added to the discussion on human freedom and the pursuit of liberty, the definition of who WE are as a nation has grown. To be effective citizens, the people must be equipped with the ability to think critically. These decisions are based on a thorough understanding not only of history, but also of the emotional and social aspects that drive humanity to greatness or obscurity. To accomplish this, it is vital students not only understand how humanity shapes, and is shaped by its story, but also how important a role they play in their own society. 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 United States, 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.08.01 - Explain the implications of cultural diversity, as well as cohesion, within and across groups.• SOC.08.02 - Demonstrate an understanding that different scholars may		

describe the same event or situation in different ways but must provide reasons or evidence for their views.

- SOC.08.03 - Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post-American Revolution through 1900.
- SOC.08.04 - Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.
- SOC.08.05 - Use geographic tools such as aerial photographs, satellite images, and geographic information systems (GIS) to interpret information.
- SOC.08.06 - Determine and give examples of how individuals, groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.
- SOC.08.07 - Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights and identify and understand the rights of citizens guaranteed under the Bill of Rights.
- SOC.08.08 - Identify and give examples of the services of a bank, and evaluate the role of banks in the economy.
- SOC.08.09 - Explain how science and technology have impacted perceptions of the social and natural worlds such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.
- SOC.08.10 - Describe and explain relationships and tensions between national sovereignty and global interests in such matters as territory, natural resources, trade, use of technology, and the welfare of people.
- SOC.08.11 - 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:

- Native American life before and after European settlement

- European colonies prior to independence
- American Revolution
- Slavery – societal, cultural, and economic impact
- Constitution and Bill of Rights
- Political and foreign affairs
- Manifest Destiny
- Life in the Southwest, Mexicano contributions
- Reform – slavery, women’s rights, education
- Civil War
- Reconstruction and the impact of Civil War

Academic Vocabulary:

Refer to the History Alive!, Nystrom Desk Atlas, and A People’s History materials.

District adopted materials:

- History Alive! The United States Through Industrialism
- History Alive! Interactive Notebook
- Howard Zinn’s A Young People’s History of the United States
- 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 and detach 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: _____