

DLMS Social Studies: History of the United States 8th Grade (2021-2022 Academic Year)

Course Information

Teachers: Mr. Arvelo, Ms. Cleary

Room: 208

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Course Description

In this class, you will engage with classmates in some deep thinking about issues and themes from American history that impact us today. A central objective is to develop intellectual skills, ones that are critical if you are to prosper in your remaining school years and beyond. Intellectual skills are like athletic or musical skills in that they are developed by consistent practice. No one can show them or tell them to you while you sit back and listen. In this course you need to have “minds on,” doing something, all the time. There is no sitting back and listening. It’s hard work, just like developing an athletic skill, but it’s the only way. Your job is to keep up the hard work and realize you are learning something important even if you can’t explain it as easily as you can in other classes.

Course Objectives/Standards

You will use a variety of intellectual skills to demonstrate your understanding of:

- major ideas and times in the history of the United States and New York,
- the geography of the world in which we live—local, national, and global
- how the United States and other societies develop economic systems to assign limited resources,
- the need for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including ways to participate.

Course Expectations

This class is designed so that each student may contribute through collaboration since everyone’s contribution is equally valuable. You must feel free to explore and take risks ***and know that making mistakes is part of the learning process.*** We will learn about important historical events and reflect on real-world questions through group work, class discussions, reading activities, and writing activities. **It is expected all**

students will come to all classes, complete all assignments in school and at home in a timely manner.

Course Grading Policy

Grades reflect a combination of classwork, projects, papers, examinations, participation and active engagement. The overall categories and weight for each component of student grades are listed below:

<u>Assessment- 30%</u>	<u>Classwork- 50%</u>	<u>REACH – 20%</u>
Components include: I. Homeworks (15%) II. Projects (10%) III. Exams (15%)	Components include: I. Class Survey/Quiz (10%) II. Preparation for Projects (10%) III. Exit Tickets (10%) IV. Classwork Review (10%) V. Socratic Circles (10%)	Components include: I. Daily class participation and discussions (20%)

1. Assessments: 30%

All assessments will be aligned with the NYS Learning Standards. When appropriate, assessments will be returned to students with constructive feedback and/or reflective questions to guide students in improving their understanding. All assessments are expected to be completed individually and/or digitally with accommodations given when appropriate or necessary. Formative assessments prepare students for the next day's lesson, reinforce former lessons taught, and develop critical thinking skills. They can also be the necessary building blocks for major assessments.

2. Classwork: 50%

Grades for classwork are based on student attempts and completion of assignments including written assignments, independent reading, response to teacher feedback, and other assignments given to support required class lessons and discussions. If a student is absent, they must contact their teacher for instructions in order to make up missed work.

3. REACH: 20%

Engagement is determined based on student participation and involvement. Engagement at times may be evaluated based on activities such as classroom discussions, partner or small group assignments, and one on one student to teacher interactions.