

Whiteaker Middle School - Matt Faatz

Course Syllabus - US History 2016-17

Course Description: US History at the middle school level covers American history from 1765 to 1877. The course will cover that time in 3 units. Students gain greater depth of knowledge about historical events and connect them together into well defined themes. The course is a ONE semester class that meets every day.

Units of Study -

1. Colonies, taxes, American Revolution, Constitution, government, our rights and responsibilities
2. land in conflict, westward migration, Lewis and Clark, the Oregon Trail, 19th century immigration
3. 'pre Civil War' United States, Industrial Revolution, causes and events of the Civil War, rebuilding the south

Grades are based on two types of assessments: a straight percentage grade for 'regular' assignments such as maps, critical reading assignments or evaluating charts and graphs. This grade will be very straightforward 100 – 90 = A etc. This will make up 70% of a student's grade.

The second grade will be based on proficiency grading using a scale of 1-4. A "3" grade displays proficiency. These assignments will be in the form of historical essays and will make up 30% of the students' grade. It will be noted online as an assessment/essay.

Late work: Students will have approximately 10 days to make up work due to excused absences and illnesses **beginning** with the day they return to school from the absence. It is up to the student to ask for their missing work.

Here's the scoring guide I'll use to assess student knowledge:

4 = Advanced

3 = Proficient

2 = Basic

1 = Below Basic

- 4 The response gives thorough and convincing support/evidence for main idea. Solid use of sources, facts and details. Well connected ideas.
- 3 The response provides adequate support/evidence for main idea that includes the uses of sources, facts, and details. Some evidence from sources is blended in though occasionally not well connected to main idea.
- 2 The response is uneven, too general in providing evidence for main idea. Incomplete use of sources, facts details.
- 1 The response provides minimal or no support of evidence for main idea. Little or no use of sources, facts and details. Evidence is minimal, absent, in error or not connected.

Grades will be cumulative through the end of the semester. We won't start over each six-week grade period. Its really important to start well.

There is a final exam at the end of the semester, but it is primarily to prepare students for High School and will be worth approximately 10% of points earned during a 6 week period.

The Basic Rule: Please turn in your work on time. Even if you aren't done with an assignment, you should still turn it in even if late.

I take IEP/TAG/ELL and 504 students' needs very seriously. I'll be working to familiarize myself with students specific needs (even if your child doesn't fall under one of the above categories). Assignments can be easily adjusted as needed as we go. If you have any additional questions regarding the rate or level of work don't hesitate to ask.

I'm looking forward to an excellent school year with you!

Matt Faatz
Whiteaker Social Studies Teacher

DETACH HERE
***KEEP THIS SHEET ABOVE FOR YOUR RECORDS ***

Please turn this ½ sheet into Mr. Faatz – **all students**

Parent signature _____ Student signature _____

Parent PRINTED name _____ Student PRINTED name _____

Parent email: _____ Student class period _____
please print

Salem-Keizer Public Schools
Secondary Talented and Gifted (TAG) Course Plan
Grade 8

Course: US History

Date: September 1, 2017

Teacher: Faatz

Semester: 1

Instructional strategies must be in the form of providing advanced level work and/or and increase in pace of instruction. Instruction is based on assessment data. Assessment must be provided on a regular basis, and must be clearly documented in lesson plans and grade book. For further information see the ODE website www.ode.state.or.us/ and the eight District TAG Standards <http://is.salkeiz.k12.or.us/TAG2/TAG2Index.htm>.

Step I: Assessments to Determine Level and Rate of Learning

Pre-assess existing knowledge and skills specific to your course. The results (percent, grade, percentile, specific observation, etc.) will be documented by Mr. Faatz. Assessment options for rate and level of learning and instruction are listed below.

The following methods will be used to determine your child's rate of learning:

1. Unit pre-tests and post tests; discussion and formative assessments
2. Daily monitoring of work and ongoing assessment of skill growth
3. Final Exam - January 2017 or June 2017

Step II: Ways Mr. Faatz adjusts instructional strategies for TAG students

- Acceleration – materials and instruction at a quicker pace or at a deeper level than standard instruction and materials.
- Independent Study/Project – Designed to allow a student to proceed independently and at his/her own rate.
- Assignment Modification – The regular assignment may be modified to meet the needs of the student.
- Enrichment – Activities that add or go beyond the existing curriculum.
- Compacting – Student demonstrates what he/she knows then spends the time participating in enrichment activities.
- Flexible Grouping – Student are grouped together to receive appropriately challenging instruction.
- Multiple Intelligences – Incorporation of strategies into instruction that allow students to use areas of strength.
- Learning Styles – Different approaches or ways of thinking, i.e., auditory, tactile kinesthetic, and visual.
- Higher Level/Critical Thinking – Higher order thinking skills to gain understanding of complex problems or ideas.