



Ms. Lauren Duffy
Room 118

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Office Hours: Tuesday mornings/by appointment

7th Grade Social Studies

U.S. History through Reconstruction

Class Description: The 7th grade curriculum is focused to expand students' understanding of our country's current state by studying Early American history. Students will begin with the early colonial period and end at Post-Civil War Reconstruction. Together we will focus on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras. We will closely examine American beliefs and principles including: limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. We will examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic.

Course goals: We will be using a combination of methods to explore United States history in depth, focusing on the concepts and facts in a meaningful, captivating, and entertaining way. The students will develop reading comprehension skills with expository text, formal reasoning, note-taking, research, collaborative work, oral presentations, technology-based projects, highlighting, outlining, concept mapping (graphic organizers), current events, debates, and simulations. Students are expected to complete assigned work on a timely basis and ask questions when necessary.

Humans are subjective, therefore history is often told from the viewpoints of those in power, or the victors.. What I hope to instill in the students is the search for other viewpoints, such as: What about the victims? What about the women? What about the indigenous peoples? Biases are inevitable, but we must also seek out those other stories that should be told. We need to explore many different perspectives and points of view. The class will explore primary documents in a quest to analyze those points of view.

There are high expectations for every student in this class. Organization is a priority and a skill that we will develop and nurture while exploring history.

Textbooks, Materials, and Binder Portfolio:

- **Electronic textbook:** This class will utilize an electronic version of the TCi textbook, History Alive!: The United States through Industrialism. Students will be able to access this in the classroom and at home using their Chromebooks. Your student can sign in to his/her subscription by going to https://student.teachtci.com/student/sign_in and entering his/her computer login and password.
- **Materials:** All students will need the following:
 - Three Ring Binder
 - Notebook paper
 - Post-It notes
 - Earbuds or headphones for use with Chromebooks
- ★ Students will be required to bring their binder to class each day as this will work as their portfolio for the duration of the class. They are expected to maintain a neatly organized binder, as it will be filled with all of their classwork.

Homework and Grading Policy:

Grading scale:

A+	99-100
A	95-98
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	77-78
D+	75-76
D	72-74
D-	70-71
U	69 or below

Grading: Grades are based on the point system. Each assignment is assigned a point value based on the difficulty and importance of the work. Homework and In-class work will be worth 30%, tests and quizzes 40%, projects 20%, and citizenship 10%.

Homework: Homework will be provided to the students several times per week so as to maximize the time that we have in class for reflection and higher-order thinking activities. Students are expected to use complete sentences, proper grammar and correct spelling in every written performance. It is imperative that students complete their work as it will be graded for timeliness, completeness and effort, not necessarily factual perfection.

Late work: Late work will be marked down absent compelling circumstances.

Constitution Test: The students will also prepare to take the U.S. and Illinois Constitution tests.

Projects: We will complete several small projects, as well as a few large projects, throughout the year. Long-term projects will be assigned at least three weeks before the due date. It is the student's responsibility to turn in the long-term project before the due date if he or she will not be at school the day the project is due.

History Fair: The 7th graders participate in the Chicago Metro History Fair. Students choose their own topic connected to Chicago or Illinois history and then conduct research, analyze sources, make an argument, and finally produce a project to show their work. When completing this project the students become historians, developing into an expert on their subject. The project will be conducted over several months, with students be working in class, but should be prepared to spend a large amount of time outside of class conducting the project. The final product will be presented at St. Cletus' History Fair on January 23. Students will be assessed by a panel of judges and the top scores will move to the regional competition where they have the possibility of being chosen to travel to the state level. You can refer to this website for more details:

<https://www.chicagohistory.org/education/historyfair/>. Please look for more in-depth information, including specific dates and project details, in the upcoming months..

The Peace Project: All middle school students will participate in St. Cletus' celebration of the International Day of Peace on September 21. Each class will be asked to contribute to the celebration. Along with an in-depth look at peace and nonviolent protest through in-class lessons, the 7th grade students will be writing peace poems and choosing which to share at the Peace Day celebration.

Organization: Students should keep all assignments in their social studies folders and bring them to class each day. Students should not throw anything away unless instructed by the

teacher. We will organize our unit binders after the end of each unit of study. Students will receive a homework grade for their unit binder organization.

Citizenship: It is of the utmost importance to create a classroom in which students feel safe in taking intellectual chances. Therefore, I expect that all students will respect and support each other as they participate in class discussions and work through issues related to class lessons. My hope is that all students will receive full points each trimester. However, I will not hesitate to mark down points for unkind, uncooperative, and/or inappropriate engagements during class discussions, group projects, and individual presentations.

Cheating, copying and plagiarizing are forms of dishonesty. Students caught copying will receive a zero for the assignment or test and receive a detention. Allowing someone to copy your completed paper will result in a zero and detention for you as well. **Do not copy directly from the Internet source and try to turn it in as your own work.** Changing one or two words from an Internet source is still plagiarism. Read the information, process the information, and then rewrite the information in your own words. Students who plagiarize receive a failing grade for that assignment.

**7th Grade Social Studies
Syllabus Ms. Duffy**

Please review the syllabus with your parents/guardians, sign, and return this portion no later than Friday, August 24th. Then, store the syllabus in your social studies binder as a reference for the year.

Student Name _____

Student Signature _____

Parent Name(s) _____

Parent Signature _____