

2011-2012 WHMS Middle School Information

Welcome to the middle school community. This packet is designed specifically for parents of children at the Middle School level. In it you can find questions about the program, routines, staffing and schedules. Please keep it handy and refer to it. We will make our best attempt to follow the schedule and dates included, but we must reserve the right to make changes, if those changes will benefit the class.

Middle School Faculty

Leah Blind, Coordinator
Math 8 & Science
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Cora Heiser
Math 7 & Social Studies
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Heidi Nathanielsz
English Language Arts
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Diane McCorkle, Spanish
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Jacob Colwell, Physical Education
s.jacobcolwell@gmail.com

Janis Rink, Art
Charles Austin, Music

Special Subjects

Spanish:

Diane McCorkle will provide three sessions (40-45 minutes apiece) of Spanish instruction each week. Diane has designed the curriculum to help students ease the transition to high school Spanish and other languages, by focusing on grammatical and vocabulary fundamentals which will be practiced extensively through listening and speaking, then writing about students' own lives and sharing this information in speaking. Culture will be incorporated as a natural outgrowth of the communicative strategies presented.

Physical Education:

Woodland Hill students of all levels see Jake Colwell for Physical Education class twice a week for 40 minute sessions. Students are separated by grade level for these classes. During these sessions students learn and practice a wide variety of age appropriate locomotor and sports skills that include everything from throwing and kicking to full sized soccer and volleyball games. Students take on challenges individually as well as in groups and are provided with many opportunities to express themselves through movement in such ways as yoga, dance and gymnastics. Jake also provides guidance and instruction related to personal and community health, character education, and physical approaches to the lessons learned in the classroom. Health lessons will be team taught with Leah Blind throughout the school year.

Music:

Charles Austin meets with the both singers and musicians once a week for forty minutes of music instruction, including songs, musical notation and composition, and music history.

Art:

Janis Rink meets with the students once a week for forty minutes of Art instruction. Janis teaches the students about Art History, various Art mediums, and expression through Art.

As part of our program in the Middle School, students will be enhancing their experience by selecting a specialty music or art option. Students will have the choice to be part of the A Capella Glee Club, Art Club, Rhythm and Dance Team, Chamber Ensemble or School Band. The Chamber Ensemble and School Band both require that students take weekly instrument lessons, either at WHMS or outside. There is an additional charge for music lessons at WHMS, and added cost to join the School Band. The groups meet on Wednesday afternoons during school hours, from 1:45 to 2:30 p.m. However, the School Band lessons take place after-school as well.

Schedules and Routines

CLASS TIMES: 8:20 a.m.-2:50 p.m.

Lunch/Recess: 12:05-12:50 p.m. (Recess 3 times/week)

Art: Tuesday or Wednesday

Spanish/Latin: Monday, Tuesday, and Friday

P.E.: Monday a.m. and Tuesday or Wednesday a.m.

Music and Band Enrichment: Wednesday p.m.

(Please see the attached schedule)

Homework

Students will typically not receive more than an hour of homework on a given night. Homework is not graded, but its completion is given a point value. For example, homework that is complete, reflects effort, and is handed in on time will receive full credit. If an assignment is incomplete or late, the student is able to receive half credit by handing it in during the next class. Homework will not be accepted more than one day late unless due to absence or special circumstances. A student simply needs to complete the assignment at a level commensurate with his/her abilities. If the student had difficulty with the assignment and many of the answers are incorrect, they will still receive full credit. Homework is an opportunity for practice; it is not a graded assessment. If students are routinely negligent of their homework parents will be notified. Homework will be posted daily on the Middle School 'school notes' page that is linked to the Woodland Hill homepage. Please check it often, as it will also contain useful links and parent information in addition to the homework. There are also teacher websites linked to the school notes page, which will give you more specific information about each class.

Assessment

In the Middle School, your child is assessed in many ways. Projects, presentations, and written assignments are most often assessed using a rubric that the student will receive when the project is assigned. Students are also expected to participate in self assessment and peer assessment. Students will also be given quizzes and unit exams. The WHMS Middle School curriculum follows the New York State Standards for the 7th and 8th grade in Math, Social Studies and English. In Science, the curriculum will follow the NYS Standards for NY Physical Setting/ Earth Science. Students will take the 7th and 8th grade Math and 8th grade ELA NYS assessments during the school year. Some of the 8th grade students will have the opportunity to take the Integrated Algebra Regents and/or the Earth Science Regents at the end of the 8th grade year. At the end of the year, students will take final exams in English, Science and Social Studies and complete a final portfolio.

Community Service

Students at Woodland Hill Montessori School are expected to participate in community service both individually and as a group during the school year. Students are expected to complete 15 hours of individual service each year (averaging 5 hours per trimester) and to submit written documentation attesting to that service using the forms provided. Service hours are to be completed in a variety of settings, serving the school and the broader community. Each trimester students are to give 2.5 hours to the service of school and 2.5 hours to the broader community. This amounts to 7.5 hours of service in each category per year. Students are encouraged to look for ways that they may provide service to the school, classroom and their community and family. Arrangements for staying after school to complete service should be made in advance. Student should receive no financial compensation; service is to be completed for the benefit of others rather than of self.

Procedure for Recording Community Service

- If you are completing service work in school, you must have it approved with a teacher before completion. You must also record it on your community service record form which is kept in the Service Log binder on the community shelf. All entries must be signed by an adult. Your advisor will help you track your service. Students whose last names begin with A-K will work with Cora; students L-Z will work with Leah.
- Service work in the broader community should be recorded and signed by the adult in charge of the service or by your parent. You should make sure to take a community service record form to get signed before going to complete service work. A signed note describing the service can also substitute but needs to be attached to your record form to be kept on file.
- Coffee Houses and hot lunches DO NOT count for community service credit. You may earn service credit during the preparation of these events by doing extra work such as inventorying supplies or creating shopping lists, etc.
- Group community service projects for our Roots and Shoots program DO NOT count for individual service credit.
- You are responsible for tallying and reflecting on your service 6 times a year: prior to each progress report and report card. Progress toward the 2.5 hour goal in each service area will be reported on your Progress Report each trimester.

MS PARENT VOLUNTEER POSITIONS:

Middle School Winter/Spring Play
Drivers and chaperones for field trips
Planning, assisting and driving for community service endeavors

Workers and shoppers for fundraising events:

Coffee House: Hot Lunch Option, Oatmeal, Shoppers, Laundry
Hot Lunch: Cookies



WHMS Middle School Curriculum Year A 2011-2012

	Cycle 1: Explorations and New Beginnings September 12- December 2, 2011	Cycle 2: Change December 6, 2011 - March 2, 2012	Cycle 3: Foundations March 6- June 15, 2012
Social Studies	The Global Heritage of the American People Prior to 1500 European Exploration and Colonization of the Americas	Colonial America: Life in the Northern, Middle and Southern Colonies A Nation is Created: The American Revolution	Experiments in Government: Articles of Confederation, the NYS and the US Constitution Life in the New Nation: New Government, The Age of Jackson, Preindustrial Age: 1790-1860
ELA	<i>The Seven Habits of Highly Effective Teens</i> Short Stories Citations and MLA format Spelling, grammar and vocabulary development Socratic Seminar Independent Reading Writing Journals	<i>The Seven Habits of Highly Effective Teens</i> Drama as Literature Middle School Play (March 30-31) Continuing work on reading, writing and listening skills Socratic Seminar Spelling, grammar and vocabulary development Writing Journals Independent Reading <i>A Light in the Forest</i>	<i>The Seven Habits of Highly Effective Teens</i> Thesis Statements, Literary Analysis Persuasive Essays Spelling, grammar and vocabulary development Literature Circles Socratic Seminar Independent Reading Continuing work on reading, writing, speaking, listening skills
Science	Basic Chemistry: Atoms, Matter & Bonding Astronomy and Space Data collection, graphing, display and analysis	Energy Transformations and Natural Resources Earth's History The Design Process	Energy & Environment Water: Surface water and Groundwater, Oceans
Math 7	Equations and Inequalities; Graphing; Operations Containing Integers; Exponents and Scientific Notation; Rational and Real Numbers	Collecting, Displaying, and Analyzing Data; Plane Figures; Patterns in Geometry; Perimeter and Area; Three-Dimensional Geometry	Ratios, Rates and Proportions; Similarity and Scale; Applying Percents; Probability; Solving Linear Equations; Solving Equations and Inequalities
Math 8	Number Systems, Operations and Properties Algebraic Expressions and Open Sentences Algebraic Fractions	Probability and Statistics, Ratios and Proportions Geometric Figures, Areas, and Volumes Operations with Radicals, Trigonometry of Right Triangles	Linear Functions: Graphing, Writing and Solving Special Products and Factors Quadratic Relations and Functions



WHMS Middle School Curriculum Year B 2012-2013

	Cycle 1: Independence and Interdependence September - December, 2012	Cycle 2: Movement December - March, 2013	Cycle 3: Our World, Our Place March- June, 2013
Social Studies	Division and Reunion: Civil War and Reconstruction 1846-1896: Road to the Civil War; The Civil War; Reconstruction and its Aftermath, Reshaping the Nation 1858-1914	The Western Frontier; Growth of Industry; Toward an Urban America Reform, Expansion, and War: Progressive Reforms; Overseas Expansion; World War I	Turbulent Decades 1919-1945: The Jazz Age and the Harlem Ren.; The Depression and FDR; World War II. Turning Points 1945-1975, The Cold War Era
ELA	Book groups around the cycle 1 theme Autobiographical Writing and Journals Historical fiction (Civil War) Socratic Seminar Literary Analysis Vocab and Composition Development	Poetry Unit Book groups around the cycle theme Socratic Seminar Continued vocab and composition development Reading non-fiction for purpose Dramatic monologues Persuasive Essay	Literature around WW II Autobiographical writing Socratic Seminar Continued vocab and composition development Portfolio finalization Support of research paper writing
Science	Earth's Changing Surface: Weathering, Erosion and Deposition Earth's Matter: Atoms to Minerals, Rocks	Dynamic Earth: Plate Tectonics, Volcanoes, Earthquakes, Mountain Building Scientific Method and Science Fair Projects	Climate Systems: Atmosphere and Weather Environmental Service
Math 7	Equations and Inequalities; Graphing; Operations Containing Integers; Exponents and Scientific Notation; Rational and Real Numbers	Collecting, Displaying, and Analyzing Data; Plane Figures; Patterns in Geometry; Perimeter and Area; Three-Dimensional Geometry	Ratios, Rates and Proportions; Similarity and Scale; Applying Percents; Probability; Solving Linear Equations; Solving Equations and Inequalities
Math 8	Number Systems, Operations and Properties Algebraic Expressions and Open Sentences Algebraic Fractions	Probability and Statistics, Ratios and Proportions, Geometric Figures, Areas, and Volumes Operations with Radicals, Trigonometry of Right Triangles	Linear Functions: Graphing, Writing and Solving Special Products and Factors Quadratic Relations and Functions

Middle School

WHMS

Class Schedule 2011-2012

Period/Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Community Mtg 9:10	Community Mtg 12:55			Community Mtg 12:55
	Math	Math	Math	Math	Math
8:20-9:20	8:30-9:10	8:30-9:20	8:30-9:05	8:30-9:20	8:30-9:20
<u>Morning Block</u>	9:25- 10:35 Science A	9:25- 10:35 English A	9:10-9:50 PE 8th / Art 7th	9:25- 10:25	9:25- 10:50
	Social Studies B	Science B	9:55-10:55	Social Studies All	Social Studies B / ELA A (in Sci Lab)
10:40-11:20	PE 7th / Ind. 8th	Spanish All	Science A / SS B	10:30-12:00	10:55-12:05 Spanish
11:25-12:05	PE 8th / Ind. 7th	PE 7 / Art 8th M.S. Team Meeting	11:00-12:00 Science B / SS A	ELA B/ Science A	
12:05-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-12:50	Spanish All 12:25-1:10	Recess	12:30- 1:05 Music/Independent	Recess	Recess
<u>Afternoon Block</u>	1:15-2:35	1:20-2:35	1:10 - 1:45 Music/Independent Time	1:00-2:35	1:20-2:35
	Social Studies A	English B		Science B	Social Studies A
	Science B	Science A	1:45-2:30 electives	ELA A	ELA B (in Sci Lab)
2:40-2:50	Prepare for dismissal	Prepare for dismissal	Prepare for dismissal	Prepare for dismissal	Prepare for dismissal

English Language Arts: WHMS 2011-2012

Using the New York State Standards as guidelines, the WHMS Middle School English Language Arts curriculum is designed to help our students become receptive listeners, proficient readers, engaging writers, and informed articulate speakers.

The ELA curriculum also explores the thematic cycles of study that guide the Middle School curriculum through multiple subjects. Students will use literature, short stories, poetry, dramatic monologues, autobiographical writing, literary analysis, persuasive essays, and Socratic Seminar to explore these larger themes. The ELA curriculum will often support the social studies curriculum through historical fiction, research paper skills and preparation, and listening and speaking skills.

Overview of Units of Study for ELA

Cycle 1: Explorations and New Beginnings

- *The Seven Habits of Highly Effective Teens* by Sean Covey.
- Short Stories: Students will read several short stories to explore literary elements and will ultimately write their own short story as a culminating activity. The cycle theme will be incorporated into their writing as well.
- Socratic Seminars will explore poetry, non-fiction, memoir, short stories, and other written works that will require close reading, engaging discussion skills, and a written follow-up to demonstrate a new, deeper understanding of the piece examined
- Ongoing work on vocabulary, grammar, and composition skills through selections from classic pieces of literature. Every student will use the book *Vocabulary and Composition through Pleasurable Reading, Book III*.
- Guided reading, independent reading, and reading skills will also be taught.

Cycle 2: Change

- Drama as literature: students will read several excerpts from plays, monologues, and other dramatic forms.
- Middle School Play: All students will participate in a middle school play. Some students will commit to an after-school rehearsal twice a week depending on their desire to have a larger role. A small fee will be part of this experience to cover the cost of the rights, production, and extracurricular time. After-school rehearsals will begin after the December/January break and will be on Tuesdays and Thursdays from 3-5.
Performances will be Friday, March 30 and Saturday, March 31 at 7:00. All students will be required to participate after school during the week prior for production week.

- Socratic Seminars will explore poetry, non-fiction, memoir, short stories, and other written works that will require close reading, engaging discussion skills, and a written follow-up to demonstrate a new, deeper understanding of the piece examined.
- Ongoing work on vocabulary, grammar, and composition skills through selections from classic pieces of literature. Every student will use the book Vocabulary and Composition through Pleasurable Reading, Book III.

Cycle 3: Foundations

- Literature circles will explore books around the Cycle theme.
- Students will write a literary analysis and/or a persuasive essay. A cross-curricular project with social studies exploring current topics in democracy will allow students to strengthen their thesis statement work.
- Ongoing work on vocabulary, grammar, and composition skills through selections from classic pieces of literature. Every student will use the book Vocabulary and Composition through Pleasurable Reading, Book III.
- Socratic Seminars that will explore poetry, non-fiction, memoir, short stories, and other written works that will require close reading, engaging discussion skills, and a written follow-up to demonstrate a new , deeper understanding of the piece examined

Homework Expectations:

Students will have 20-30 minutes of ELA homework each night, even on days that we do not meet for class. Homework that is completed on time and reflects the student's best effort will receive full credit. Homework that is no more than one day late will receive half credit.

A note about books and independent reading – if students are not working on a novel or selected reading for class, they should continue to develop their own reading interests. A reading log system will be used to help students set goals for independent reading and practice their reading skills outside the classroom. This will be introduced in October as homework patterns are established.

ELA only meets three times a week (Tuesday, Thursday and Friday). Being prepared for class and completing the follow-up work is crucial for us to make the best use of our time together.

Math 7 Requirements and Information Sheet

In 7th grade, students will study Pre-algebra.

Materials: Binder- kept permanently in the classroom with completed assessments and class handouts

Folder- for homework (old homework does not need to be saved after it has been returned by the teacher)

Notebook- for taking notes by hand during lessons or from the textbook

Textbook: *Holt Middle School Math Course 3*

Compass, Ruler, Pencil, Calculator

General Expectations:

- Each student will try their best, which means work will be done on time and be complete.
- Students will come to class each day prepared with a notebook, textbook, calculator and pencil.
- All work will contain a proper heading, be neat and be in pencil.
- Math work will be shown and answers circled.

Course Content:

● Rational and Real Numbers ● Collecting, Displaying and Analyzing Data ● Plane Geometry ● Perimeter, Area and Volume ● Ratios and Similarity ● Percents ● Probability ● Equations and Inequalities ● Graphing Lines ● Sequences and Functions

Grading-

1/3rd Chapter Exams- Unit exams will be given after the completion of each chapter. Students will complete a chapter study guide before each exam.

1/3rd Homework -graded for completion and timeliness. Homework is accepted one day late for half credit and will not be after accepted after one day. Students are responsible for making up assignments due to absence. Homework is an opportunity to practice skills taught in class. Students will be expected to correct their homework in class the next day if there are any errors.

1/3rd Quizzes and Projects- quizzes will be given periodically throughout each chapter of study.

Mathematics Requirements and Information Sheet: 8th grade Math/Algebra

In 8th grade math, we will be studying topics of pre-algebra and algebra. Students will experience whole group lessons on major topics and will also participate in small group lessons that are correlated to individual level of mathematics understanding and comfort. Students will complete whole group assignments as well as individual assignments that match their ability level.

- Students will come to class prepared to learn class each day: they will bring good attitudes and necessary supplies. Students **need a pencil and a calculator each day**. (*TI-83/84 for Regents*)
- Each student will try their best, positively participate in our mathematical explorations, and turn in complete work on time.
- All work will be **labeled with a proper heading**, be **neat**, and be **written in pencil**. The computations and diagrams needed to solve problems will be shown and answers will be clearly visible on each paper with answers clearly displayed.



Materials:

White Binder: This binder will be kept in the classroom. In the 3-ring binder, students will use dividers to create the following sections: Tests and Quizzes, Projects, Handouts, Tool Kit

White Folder: In the folder, students will keep items that they are currently working, on including their homework notebook. Students will carry the folder home with them day-to-day.

Class Work Notebook: In the notebook, students will take notes and do example problems. This can be stored in the folder or in the classroom. It may be taken home as needed.

Home Work Notebook: In the notebook, students will do their homework problems.

Textbooks: *Transition Mathematics* and *Algebra*, published by UCSMP



Major Topics:

- *Types of Numbers
- *Operations with Numbers
- *Expressions and Equations
- *Factoring
- *Radicals
- *Operations on Expressions
- *Ratios and Proportions
- *Geometric Relationships
- *Probability
- *Statistics
- *Trigonometry of the Right Triangle
- *Graphing, Writing, Solving Linear Functions and Relations
- *Quadratic Functions
- *Algebraic Fractions, Equations, and Inequalities

Grading:

30% of the grade is based on assessments (tests and quizzes).

30% of the grade is based on homework completion.

25% of the grade is based on projects, seminar, and shelf work.

15% of the grade is based on leadership, citizenship, and organization.

Leah Blind_AlgebraRequirments_2010-2011

Woodland Hill Montessori School, 2011-2012
Middle School Spanish (First and Third Trimesters)
Diane McCorkle

Meeting times

Mondays, 12:25-1:10

Tuesdays, 10:40-11:20

Fridays, 10:55-12:05

Contact information

281-0568

dmccorkle@emmawillard.org

Text: PowerPoint presentation to be posted online and/or given to students as an electronic document.

Materials: Black Marble Composition notebook for all work; pen or pencil

Goals: To lead students to mastery of basic Spanish grammar (see topics below) in aural and written comprehension and oral and written expression. The emphasis will be on **quality** rather than **quantity**.

Methods:

- A. Group grammar and vocabulary presentation with pronunciation, repetition, drills and games; (listening, reading)
- B. Small group, paired and individual written and oral exercises with individualized teacher support; (reading, writing, listening, speaking)
- C. Creative use of the grammar and vocabulary learned—students will master material by personalizing it. (writing, with some drawing thrown in!)
- D. Sharing written work orally. (reading, speaking, listening)
- E. In class practice quizzes; written tests at the end of each Theme

Grading:

30% Class participation: Active listening; making eye contact with recognized speakers; following directions; volunteering comments, questions and answers; speaking in Spanish when addressed in Spanish and during drills, games and pronunciation practice

40% Quantity and Quality of written work: credit for work will be based on timeliness, thoroughness, and accuracy. Daily assignments will be assessed on timeliness and thoroughness; graded assignments will be assessed on timeliness, thoroughness and accuracy. Grading criteria will be clearly stated on each assignment.

30% Tests

Material covered in the first Trimester (tentative):

Grammar	Vocabulary	Theme
Subject pronouns	Adjectives describing physical and personality traits	Identity
The verb “ser” (to be in essence)	Nouns showing profession and identity	
Adjectives, adjective noun agreement	Qualifying adverbs (not, hardly, very)	
The verb “estar” (to be in a state)	Adjectives describing emotional and physical state	Self in surroundings
	Nouns: locations in the school, classroom objects	
	Prepositions	
The verb “tener” (to have)	Family members and domestic animals	Self in the family
	numbers 0-100; simple mathematical operations in Spanish	
	possessive adjectives (my, your, his, etc.)	
	Other expressions with “tener” (to have hunger, thirst, fear, etc.)	
The verb “gustar” (to give pleasure)	Daily activities, pastimes	Personal preferences
Indirect object pronouns	foods	
	adjectives describing foods	
	colors	
The verb “ir” (to go)	adverbs, including days of the week	Plans and destinations
prepositions and prepositional pronouns	places (school, home, cities, etc.)	

Third trimester curriculum to follow; will be posted when completed.

Middle School Latin (Second Trimester)

Meeting times

Mondays, 12:25-1:10

Tuesdays, 10:40-11:20

Fridays, 10:55-12:05

Text: *Cambridge Latin Course, Unit I*

Materials: Black Marble Composition notebook for all work (can be same as one for Spanish); pen or pencil

Goals: To proceed through the textbook at a reasonable pace, covering about one Stage every three to five class periods. Students will be introduced to Latin grammar and vocabulary in an incremental and manageable way, while reading a fictional account of a Pompeiian family on the eve of the volcano in 79 A.D.

Methods:

- A. Pronunciation and repetition of vocabulary, reading aloud of Latin passages
- B. Individual, paired and group translation of Latin passages
- C. Re-enactment of Latin passages
- D. Presentation of grammatical concepts, discussion and oral practice
- E. Written practice (seatwork, homework)
- F. Original composition of Latin sentences and sharing thereof
- G. Written tests on each Stage

Grading:

30% Class participation: Active listening; making eye contact with recognized speakers; following directions; volunteering comments, questions and answers

40% Quantity and Quality of written work: credit for work will be based on timeliness, thoroughness, and accuracy. Regular assignments will be assessed on timeliness and thoroughness; graded assignments will be assessed on timeliness, thoroughness and accuracy. Grading criteria will be clearly stated on each assignment.

30% Tests

WHMS Middle School Science Requirements and Information Sheet

In science, students will primarily study a curriculum based on the NYS Physical Setting/Earth Science Standards, along with middle school level science process skills. This year, students will cover topics which include:

- *Astronomy and Space Science
- *Earth's History
- *Energy and Energy Transformations
- *Scientific Design Process
- *Oceans & Fresh Water, Water Processes and Issues

To help facilitate both their own and their classmates' learning, students will:



- Come to class prepared to learn class each day.
- Always try their best, positively participate in our scientific explorations, and turn in work on time.
- Label all work with a proper heading. Papers should be organized with neat writing.

Materials:

2" Green Binder: In the 3-ring binder, students will use dividers to create the following sections:

Cycle 1 Class work: Explorations and New Beginnings

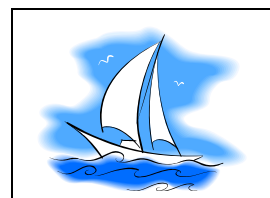
Cycle 2 Class work: Change

Cycle 3 Class work: Foundations

Projects and Assessments

Seminar

Tool Kit



Behind these sections, students will store their *Earth Science Lab Manual*. The binder will be kept in the classroom and/or can be taken home as needed. Calculator, pen, pencil and other basic materials are required.

Green Folder: In the folder, students will keep items that they are currently working on, including their work plan. Students will carry the folder home with them day-to-day.

Green Notebook: In the notebook, students will take notes during class and complete note taking from their text book. The notebook can be stored in or with the folder.

Textbook: *Earth Science*, McDougal Littell (keep at home), *Earth Science*, Prentice Hall.

Grading:

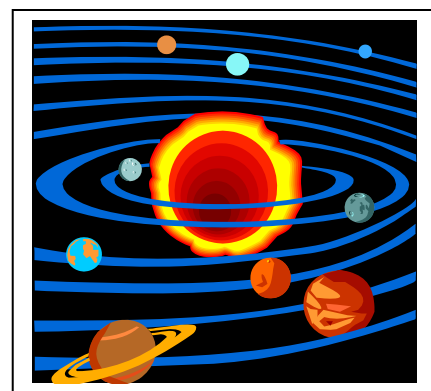
20% of the grade comes from assessments.

30% of the grade comes from laboratory exercises (labs).

30% of the grade comes from shelf (class) work and projects.

10% of the grade comes from homework.

10% of the grade comes is based on leadership, citizenship, and organization.





Social Studies Requirements and Information Sheet

Following the New York State Standards, WHMS Middle School Social Studies focuses on United States History. Throughout two years of study, the course will cover material from the earliest peoples to modern America.

Materials:

Each student should have a **three-ring binder (with dividers), spiral notebook and a pocket folder.**

-The **binder** will be used to keep all of your handouts and assignments. Each cycle of study will have a section in the binder. There will be a section for tests and quizzes (this is important, as they will serve as excellent study guides for the final exam in June) and a section for project work.

-The **notebook** will be used for taking notes by hand.

-The **folder** will be used for all work in progress and for current biweekly work plans.

Units of Study:

Cycle 1: Explorations and New Beginnings

Unit 1: Native Peoples of the Americas Prior to 1500

Unit 2: Exploration and Colonization of the Americas

Cycle 2: Change

Unit 3: Colonial America

Unit 4 –A Nation Created – The American Revolution

Cycle 3: Foundations

Unit 5 –Experiments in Government

Unit 6– Life in the New Nation

Grading:

1/3rd Cycle Exam and Document Based Question- there will be a cumulative exam and a Document Based Essay at the end of each trimester.

1/3rd Homework -graded for completion and timeliness. Homework is accepted one day late for half credit and will not be accepted after one day. Students are responsible for making up assignments due to absence.

1/3rd Projects and Quizzes- Through a project-based learning approach, students will be completing short and long-term projects during each unit of study. Quizzes will also be given periodically throughout each unit of study.