

## Hereford High School Social Studies Department – Grade 9 US history

*\*\*Starting in the 2024-25 school year, BCPS is restructuring the sequence of courses in the high school social studies content area. Students will be required to take US history in grade 9, world history in grade 10, and US government in grade 11.\*\**

### Core Beliefs:

- The US history curriculum taught at Hereford High School is enhanced by veteran teachers to ensure that students are provided opportunities to learn about American history and democracy through activities involving collaboration, critical thinking, and civic action. It is our intention that students become informed citizens who understand the accurate historical perspective of all Americans and are willing to participate in the democratic process.
- The grade 9 US history curriculum is designed to help students master content and historical thinking skills. The development and progression of skills will be assessed through major and minor assignments that allow students to demonstrate a mastery of the content.
- This guide was created for students, parents, school counselors, and teachers to help understand the differences between course levels to make the best-informed decision on social studies placement for students' first year in high school.

At the **beginning** of the course, the students should be able to do the following:

Course Level	Writing Expectations	Reading Expectations	Skill Sets
<b>Gifted and Talented</b>  (This course is used as a pre-Advanced Placement course – AP social studies courses will be offered starting in grade 10)	<ul style="list-style-type: none"> <li>• Create a defensible claim and provide evidence from the selected documents.</li> <li>• Provide some basic reasoning for why evidence supports a claim.</li> <li>• Identify and describe a counterclaim to an argument or alternative perspective.</li> <li>• Identify how concepts learned in class relate to present day/current events.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with the text by using a self-selected close reading strategy and/or graphic organizer.</li> <li>• Identify relevant information from a source and be able to contribute to a class discussion.</li> <li>• Have endurance to read lengthy texts with complex vocabulary both in school AND at home.</li> <li>• Identify components in a document: historical context, intended audience, purpose, and point of view and explain how those components impact the document.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze documents to evaluate the effectiveness of an argument in order to defend a claim without bias.</li> <li>• Apply concepts/vocabulary to make connection to current events or hypothetical scenarios.</li> <li>• Speak publicly in front of the class to either participate in a debate or simulation.</li> <li>• Collaborate with peers in group activities and contribute equally to producing a product that exhibits learned content.</li> <li>• Able to self-monitor grades and access class materials in Schoology.</li> <li>• Complete out of class assignments of varying length/complexity by assigned due date to prepare for class activities (flipped learning)</li> <li>• Self-advocate for extra help.</li> </ul>

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Course Level	Writing Expectations	Reading Expectations	Skill Sets
<b>Honors</b>	<ul style="list-style-type: none"> <li>Select a claim and provide at least one piece of evidence (from the provided document) that supports the claim and identify basic reasoning for why evidence supports a claim.</li> <li>Can create a paragraph that includes a claim, evidence (from a source), and basic reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to interact using a close reading strategy.</li> <li>Identify key facts or a main idea from a source.</li> <li>Summarize the key ideas of a document and whether the document supports the provided claim or prompt.</li> <li>Identify relevant information from a source and be able to contribute to a class discussion.</li> <li>Identify multiple components in a document: historical context, intended audience, purpose, and/or point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze documents to identify and explain whether it supports or weakens an argument.</li> <li>Apply concepts/vocabulary to classwork and prior knowledge and begin to make connections to current events.</li> <li>Participate in a peer/small group debate.</li> <li>Collaborate with peers in group activities and contribute towards producing a product that exhibits learned content.</li> <li>Able to self-monitor grades and access class materials in Schoology as well as adhere to due dates.</li> <li>Begin to self-advocate for extra help and sign up for enrichment independently.</li> </ul>
<b>Standard</b>	<ul style="list-style-type: none"> <li>Select a claim and provide at least one piece of evidence (from the provided document) that supports the claim.</li> <li>Verbally identify basic reasoning for why evidence supports a claim.</li> <li>With teacher assistance and scaffolding, can create a paragraph that includes a claim, evidence (from a source), and basic reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to interact with a text by practicing a teacher selected close reading strategy.</li> <li>Identify key facts or a main idea from a source.</li> <li>Identify the purpose and/or point of view of a document.</li> </ul>	<ul style="list-style-type: none"> <li>Apply concepts/vocabulary to activities connected to classwork.</li> <li>Collaborate with a partner and contribute towards producing a product that exhibits learned content.</li> <li>Able to self-monitor grades in Schoology and adhere to due dates.</li> <li>Working towards self-advocacy for extra help.</li> </ul>

\*a student service-learning hours (SSLH) activity will be completed in the 4<sup>th</sup> quarter of the course to earn 15 hours in all levels of 9<sup>th</sup> grade US history

\*\* Questions regarding 9<sup>th</sup> grade placement can be directed towards 8<sup>th</sup> grade social studies teachers. Specific Hereford High School social studies questions can be directed towards Jamie Higgins Shaul, SS department chair at [jhigginsshau1@bcps.org](mailto:jhigginsshau1@bcps.org)

Check out more info here!

