***Hereford High School Social Studies Department – Grade 9 Government Leveling***

**Core Beliefs:**

* The grade 9 government curriculum is designed to help students master content and skills to prepare them for the State of Maryland High School Assessment. The development and progression of skills will be assessed through major and minor assignments that allow students to demonstrate a mastery of the content.

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

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| **Course Level** | **Writing Expectations** | **Reading Expectations** | **Skills Sets** |
| **Gifted and Talented** | * Create a clear, defendable claim and support it with ample evidence from the documents provided. * Analyze the evidence from a source and defend how it connects to an argument (high level reasoning). * Evaluate the relationship between content from government class AND current events. | * Independently interact with a text by using a self-selected close reading strategy and/or graphic organizer. * Extract relevant information from a source to apply concepts to new knowledge. * Have endurance to read lengthy text, either multiple pages in a textbook or a multi-page reading packet. * Analyze a source (primary or secondary) and be able to identify historical context, intended audience, purpose, and point of view. | * Analyze documents and evaluate the effectiveness of an argument in order defend a claim without bias. * Apply concepts/vocabulary in order to make connection to current events or hypothetical scenarios. * Speak publicly in front of the class to either participate in a debate or simulation. * Collaborate with peers in group activities and contribute equally to producing a product that exhibits learned content**.** * Able to self-monitor grades and access class materials in Schoology. * Complete out of class assignments of varying length/complexity by assigned due date in order to prepare for class activities (flipped learning) * Self-advocate for extra help. |
| **Honors** | * Create a defendable claim and provide evidence from the selected documents. * Provide some reasoning based on evidence. * Identify how concepts learned in government class relate to present day/current events. | * Interact with the text by using a self-selected close reading strategy and/or graphic organizer. * Identify relevant information from a source and be able to contribute to a class discussion. * Be willing to build endurance to read lengthy texts. * Identify 2 of the 4 HIPP components in a document: historical context, intended audience, purpose, and point of view. | * Analyze documents and identify and explain whether it supports or weakens an argument. * Apply concepts/vocabulary to classwork and prior knowledge and begin to make connections to current events. * Participate in a peer/small group debate. * Collaborate with peers in group activities and contribute towards producing a product that exhibits learned content**.** * Able to self-monitor grades and access class materials in Schoology as well as adhere to due dates. * Self-advocate for extra help. |
| **Standard** | * Select a claim and provide at least one piece of evidence (from provided document) that supports the claim. * Verbally identify basic reasoning for why evidence supports a claim. * With teacher assistance and scaffolding, can answer a claim, evidence, reasoning paragraph with basic reasoning. | * Students should be able to interact with a text by practicing a teacher selected close reading strategy. * Identify key facts or a main idea from a source. * Identify 1 of the 4 HIPP components in a document:historical context, intended audience, purpose, and point of view. | * Summarize the key ideas of a document and whether the document supports the provided claim or prompt. * Apply concepts/vocabulary to activities connected to classwork. * Collaborate with a partner and contribute towards producing a product that exhibits learned content**.** * Able to self-monitor grades in Schoology and adhere to due dates. * Working towards self-advocacy for extra help. |

**AP Government and Politics (by teacher recommendation)**

Throughout the course, the students should be able to do all of the GT expectations AND willing to do the following:

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| **Course Level** | **Writing Expectations** | **Reading Expectations** | **Skills Sets** |
| **APGO** | * Develop an argument in essay format. * Articulate a defensible claim/thesis and support the argument using relevant evidence. * Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis. * Use refutation and rebuttal in responding to opposing or alternate perspectives | * Have endurance to read lengthy text, either multiple pages in a textbook or a multi-page reading packet both in class and at home. * Independently interact with a text by using a self-selected close reading strategy and/or graphic organizer. * Read, analyze, and interpret foundational documents and other text-based and visual sources. | * Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics. * Apply Supreme Court decisions to real world scenarios. * Apply political concepts and processes to scenarios in context. * Able to self-monitor grades and access class materials in Schoology. * Initiative to complete out of class assignments of varying length/complexity by assigned due date in order to prepare for class activities (flipped learning) * Self-advocate for extra help. |

**Students who have been successful in their placement this school year:**

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| **Standard** | **Honors** | **GT** | **AP** |
| Brooks Menusan  Hunter Streckfus  Matt Vanzijl  Duncan Walsh (should be moved to Honors)  David Rusins (should be moved to Honors)  Cole DeVries (could be moved to Honors)  Trey Gibbons (could be moved to Honors)  Joshua Bilello | Elena Ferreria (could move up to GT)  Grant Gobel  Cole Jedlicka  Rylee Young  Zoe Webb  Elizabeth O’Reilly | Georgia Naden  Grady Moran  Mike Briggs (should be moved into AP)  Sophia Shive  Anna Knepley  Caroline Fox  Robin Bussow  Charlotte Harvey  Darby Jones  Sophia Woytowitz  Patrick Dwyer  Elisabeth Story  Matthew Fannin (should be moved to AP) | Samantha Warfel  Megan Warrenfeltz  Samantha Snyder |

**Students who have been struggling in their placement this school year:**

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| **Honors** | **GT** | **AP** |
| Ella Casper  Selena Raymundo-Mejia  Ava Harvey  Macaylee Tarbart  Parker Gavin  Devan Moore  Rachel Brown  Giovanni Carvalho | Jack Faw  Jack Farley  Eliza Brennan  Cameron Graefe  Brianna DeCarvalho  Kevin Pham  Taylor Rosier  Azrael Paton (not completing assignments)  Matthew Daw (does not complete assignments, not motivated, does not take advantage of extra time or assistance)  Megan Holbrook (motivated to complete GT level work – rushes to get done with sloppy work)  Jacob Contreras | Cormac Morrison (not self-motivated – mom pushed to be placed into AP)  Nicanor Roebuck (lots of late work) |