



Portland Public Schools  
Middle Level  
Syllabus Template

School Year 2011-12

Teacher: Dawson, Alex		School: Mt. Tabor Middle School	
Subject: Social Studies (History, Geography, Government, Economics)	Course Title: Social Studies	Grade Level: 8 <sup>th</sup>	
Course description:  Survey of American history from the Age of Exploration through Civil War/Reconstruction. Principles of geography and government are also covered.			
Course outline:  1 <sup>st</sup> quarter – <ul style="list-style-type: none"><li>• Review of Native Americans, explorers, colonization, pre-revolution period, American Revolution</li><li>• Confederation to Constitution</li><li>• U.S. Government &amp; Federalism</li></ul> 2 <sup>nd</sup> quarter – <ul style="list-style-type: none"><li>• Bill of Rights</li><li>• State &amp; Local Government</li><li>• Early Republic</li><li>• Jacksonian Democracy</li></ul> 3 <sup>rd</sup> quarter – <ul style="list-style-type: none"><li>• Manifest Destiny &amp; Westward Expansion</li><li>• Life in the West</li><li>• Era of Reform</li><li>• Slavery &amp; African-Americans at mid-century</li><li>• A Dividing Nation</li></ul> 4 <sup>th</sup> quarter - <ul style="list-style-type: none"><li>• Civil War</li><li>• Reconstruction</li><li>• Capstone Project</li></ul>			
Academic Vocabulary: <ul style="list-style-type: none"><li>• CAUSE &amp; EFFECT</li><li>• COMPARE &amp; CONTRAST</li><li>• ELABORATION (describing and explaining)</li></ul>			

- PROPOSITION AND SUPPORT (persuasion)
- SEQUENCING

For 8<sup>th</sup> grade specific Social Studies vocabulary, please refer to Oregon State Standards:

<http://www.ode.state.or.us/search/page/?=1810>

(Grade level 8)

District adopted materials:

History Alive

Beyond the Oregon Trail

Howard Zinn's "A Young People's History of the United States"

Supplemental resources:

Media center resources, internet access, field trip, atlases, videos

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd):

- Modification of assignment/project complexity
- Modifications based on Bloom's Taxonomy
- Supplemental enrichment readings
- Reading level-appropriate reading/resources
- Flexible grouping/partnering
- Individualized instruction
- Project spin-offs based on interest

Final proficiencies:

- Understanding and appreciation of U.S. history, government and law.
- Understanding and application of basic geographic principles.
- Analyze cause and effect relationships.
- Identify and analyze diverse perspectives of historical issues and events.

Behavioral expectations:

*ATTENDANCE:* Consistent attendance is the expectation

*TARDINESS:* 2 warnings then lunch detention, continued tardiness earns a referral

*RULES:*

- Respectful and safe behavior

- Timely completion of work
- Personal organization and use of day-planner

*CONSEQUENCES:*

Re-teaching of rule, warning, conferencing with student and parent/guardian, referral

*CONTACT INFORMATION:* If you need to contact me my email address is adawson@pps.net. You can contact me by phone at 503-916-5646 during school hours.