

# Social Studies 9

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**What you will need:**  
 Chromebook  
 Google Classroom  
 FlipGrid

**Learning Targets:** Learning Targets are central to our class. Learning Targets are used to guide our teaching and student learning. The following learning targets represent the skills students will leave Social Studies 9 with at the end of each Trimester. These targets are assessed throughout the trimester.

<b>Trimester One</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<u>Foundations of Government</u> Students will be able to <i>analyze</i> sources related to the formation of American Government.	<u>Executive Branch</u> Students will be able to <i>synthesize</i> the parts of the executive branch and explain how it functions	<u>Intro to Economics</u> Students will be able to <i>use textual evidence</i> to determine how economic choices are made and the consequences of those choices.
<u>Constitution</u> Students will be able to <i>analyze</i> how the Constitution protects our rights & freedoms.	<u>Legislative Branch</u> Students will be able to <i>synthesize</i> the parts of the legislative branch and explain how it functions.	<u>Comparative Economics</u> Students will be able to <i>use textual evidence</i> to identify the characteristics of traditional, command, free market, and mixed economies.
<u>Voting &amp; Elections</u> Students will be able to <i>analyze</i> sources to identify political ideology and bias.	<u>Judicial Branch</u> Students will be able to <i>synthesize</i> the parts of the judicial branch and explain how they function.	<u>Economic Development</u> Students will be able to <i>use textual evidence</i> to explain economic activities and land use patterns in the world.
	<u>Immigration</u> Students will be able to <i>use textual evidence</i> to describe what it means to be a citizen and the immigration policies of the United States.	<u>Economics &amp; Trade</u> Students will be able to <i>identify textual evidence</i> from maps in order to connect economic influences to different regions of the world.
<ul style="list-style-type: none"> <li>• Each trimester, students focus on a specific skill to learn and apply that skill to the course content of each unit of study.</li> <li>• Each unit will have 3 or more formative assessments (homework assignments, quizzes, etc.) worth 20% of total grade.</li> <li>• Each unit will have 1 summative assessment (final test for unit) worth 80% of total grade.</li> </ul>		

## Google Classroom Codes:

**1st Period:** [qsqlxj4](#)

**2nd Period:** [y53uzrm](#)

**6th Period:** [ynpr6y6](#)

**Overall grade:** The overall grade will be made up of 2 categories: Formative Assessments (20%) and Summative Assessments (80%). Behavior grades will not be calculated into the final percentage, but it will be assessed.

**Practice/Formative Assessments:** Homework and formative assessments comprise 20% of a student's overall grade and will be emphasized as essential pathways to the understanding of Social Studies 9 learning targets. This is practice for final summative assessments and will help me track students' progress and find where each student may need specific help.

**Late Work:** I will accept formative assessments until the date of the summative assessment. NO formative assessment will be accepted after the unit assessment. If you are absent for a summative assessment you are required to turn in all formatives on the date you take the summative.

**Summative Assessments:** This category makes up 80% of students' grades in the course. It is our intention to have this section clearly reflect what each student *knows* in a detailed and specific manner. To help make grades more clear and useful, we have prepared a detailed set of learning targets for students to master throughout the trimester. Unit exams will be recorded in this category.

**Retakes:** You will have two weeks after the summative is given to retake your exam. All formative assessments need to be completed before an exam can be retaken. **No Extra Credit offered.**

Rubric Score	Description of Achievement
<b>A</b>	In addition to exhibiting B level performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
<b>B</b>	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (that were explicitly taught in class)
<b>C</b>	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
<b>D</b>	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.

**Calculating the grade:** By the end of the trimester, the gradebook will have a large number of entries corresponding to the Learning Targets we will cover. We will use the following grading scale to report a final grade.

**GRADING SCALE:** Percentages will not be rounded up or down to the next grade.

A	93% and above	C	73-77%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

### **Class Rules:**

- 1. Be Respectful:** Respect me and your fellow classmates. Behave as if you were in school.
- 2. Arrive Prepared:** Be on time to our scheduled meetings. Camera on and mic muted.
- 3. Participate Appropriately:** Listen when someone is talking and talk when it is your turn.
- 4. Be Responsible:** Please keep up with your grades and your missing assignments.

### **Online Course Policies**

Here are some tips to enhance our learning experience for all in our class:

- Be an active participant but do not dominate the discussion
- Give other students the opportunity to join in the discussion
- Do not use offensive language ( No swearing!) Present your ideas appropriately.
- Never make fun of a others ability to read or write
- Keep an “open mind” and express even your minority opinion. Minority opinions are to be respected.
- THINK before you hit the “SEND” button
- Never hesitate to ask for feedback

**Opportunities for Extra Help:** Please let me know ahead of time if you would like to meet with me and we can schedule a video meet.

***Office Hours: 7:15 - 9:00 AM, 10:30 - 11:00 AM, 1:30 - 3:00 PM***

### **Student Statement:**

**If I have any questions, I will email Mr. Boelke at [mboelke@isd271.org](mailto:mboelke@isd271.org).**

Email hours: Anytime. I will answer them as soon as I can.

Phone hours: I will answer anytime during my office hours, except when I am in a meeting.  
After 3 PM or I did not answer please leave a message.