

Instructor: Ryan DeGregorio
Phone: 503-518-5925
Email: degregorior@nclack.k12.or.us

Class Overview:

This class will explore United States history and government. During this term we will examine the U.S. Constitution.

Common Core Standards:

READING INFORMATIONAL TEXTS

- ***Key Ideas and Details***
 - *Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*
 - *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*
 - *Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.*
- ***Craft and Structure***
 - *Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.*
 - *Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.*
 - *Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*
- ***Integration of Knowledge and Ideas***
 - *Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.*
 - *Assess the extent to which the reasoning and evidence in a text support the author's claims.*
 - *Compare and contrast treatments of the same topic in several primary and secondary sources.*
- ***Range of Reading and Level of Text Complexity***
 - *By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.*

WRITING

- ***Text Types and Purposes***
 - *Write arguments focused on discipline-specific content.*
 - *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.*
 - *Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.*

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
 - *Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.*
 - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - *In history/social studies, students must be able to incorporate narrative accounts into their analysis of individuals or events of historical import.*
- **Production and Distribution of Writing**
 - *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
 - *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
 - *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
- **Research to Build and Present Knowledge**
 - *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*
 - *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*
 - *Draw evidence from informational texts to support analysis, reflection, and research.*
- **Range of Writing**
 - *Write routinely over extended time frames (time for reflection and revision) and shorter time*

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COLLEGE READINESS SKILLS

In addition to the core content standards, I will evaluate students' ability to demonstrate college-readiness skills. Some of these skills will affect a student's end of term grade, while other skills will simply be evaluated and noted in order to assess a student's readiness for success at the community college.

1. Note Taking
 1. Roman Numeral Outlines
 2. Cornell Notes
2. Test Taking/Preparation
 1. Flash Cards
 2. Test-taking Strategies
3. Critical Thinking
 1. Symbolism
 2. Metaphors
 3. Relationships
4. Argument Formulation
 1. Opinion and evidence
 2. establishing criteria
 3. analyzing evidence and criteria
5. Meeting Deadlines
 1. organization
 2. Turn work in on time
6. Writing
 1. Grammar
 2. Spelling
 3. Format
 4. Logic
 5. Word Choice
 6. Pre-writing strategies
7. Reading
 1. finding main ideas
 2. making connections
 3. note-taking
8. Speaking
 1. State standards
 2. Seminar communication expectations
9. Class Conduct will not affect a student's final grade, but will impact my assessment of whether a student is ready to be successful at the community college.

POLICIES: As a student of CMC, I expect you to adhere to the policies of the school, as outlined by the Student Handbook (located on the website). You are responsible for the assignments in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include an appointment, e-mail, voice-mail or through online discussion forums/blogs.

CMC expects students to interact with one another in a respectful manner. CMC students come from diverse backgrounds, and as such, represent many different political views, religious opinions, ethnic mores, etc. Consequently, students should demonstrate a healthy respect for both people and opinions that represent this vast array of cultures residing within this school.

Attendance Policy: Attendance is paramount to student success; therefore, CMC expects students to attend school on a consistent basis. **Absences must be made up regardless of the reason why the student was absent.** In addition to missing out on key content, accumulated absences can have other consequences at CMC.

- Students who miss more than 80% of class may lose the opportunity to receive credit for the course. Students who miss more than 80% of class can appeal their credit loss at the end of the term. A decision whether to award credit or not will take the following circumstances into consideration: 1:) Why was the student absent; 2:) What did the student do to make up the loss of time? **Students may make up their absences within one week of their return to school by scheduling a time with me to stay after school for 1 hour.** This step shows CMC that the student is invested in their education and cares about their success. **You will not be able to make up all of your lost seat time at the end of the term.**
- Students who miss more than 85% of class will not be eligible for cohort selection the following term.

Academic Honesty and Responsibility: Academic honesty is expected of all students, and dishonesty in this area will face disciplinary action. This includes dishonesty on examinations and other forms of classroom assessment as well as claiming the work of another as one's own without crediting that source. There is zero tolerance for this and it will be punished. **When applicable, students must cite their work according to MLA**

citation formats. Any work that is turned in without those citations will receive a zero and be construed as plagiarism. You must cite quotations, as well as any work you paraphrase. Any student who is caught plagiarizing will be referred to Mr. Sien.

Late Work: Students are expected to turn in all assignments on time. Unless otherwise stated, all assignments are due when class begins. Students, who have difficulty turning in assignments on-time, or at all, do not demonstrate college-ready behavior; and thus, will not receive a recommendation from me to be a part of the cohort process the following term.

Students have one week from the due date to turn in projects. After one week the grade will become a zero.

Make-Up Policy: Students are expected to approach me regarding work they miss due to absences the day they return to school. I will not approach you. Initiating this communication is a sign of maturity; and thus, failure to do so is a sign that a student may not be ready for college opportunities.

Cell Phones: No cell phones are allowed to be used in class, including waiting for a phone call from family members, work, boyfriend/girlfriend, etc., texting, or “checking the time”.

Technology Use: Computers are for academic use, only. No social networking or music sites are allowed to be accessed while on the computer. Obviously, don't damage the computers.

Bathroom Use: Not during class unless an emergency. Don't leave class without permission.

Garbage: Clean up after yourself. Recycle material in appropriate recycle bin, Throw garbage in the garbage bin.

Parent and Student Information: *All information/links can found at CMC's homepage:*
<http://clackamasmiddlecollege.org/>

1. Grades:

To check on your student's current academic standing in my class, please utilize the Pinnacle Grading system to check work completion and grades, although note that if there is no grade for an assignment it does not mean your student has failed to turn in that assignment, but rather it means I have yet to enter a score for that assignment in the grade-book. A score of zero in the grade-book means your student failed to turn in the correlating assignment.

<https://clackamas.grade.pinnaclesuite.com/Pinnacle/PIV/Logon.aspx?ReturnUrl=%2fpinnacle%2fpiv%2fdefault.aspx>

2. Assignment Descriptions and Other Links Pertaining to Class and Assignment Expectations:

Please access the class blog page to review descriptions of current and upcoming assignments, as well as links to homework help, links to correct formatting of essays, other school links, class expectations, etc. <http://ryandegregorio.clackamasmiddlecollege.org/>

3. Contact Information:

In addition, if you would like to contact me directly regarding any question or concern, please contact me via email at degregorior@nclack.k12.or.us. Emails are the most efficient form of

communication and generally will yield the quickest response as I check email multiple times a day. If you prefer to contact via telephone, you may leave a message on my voice-mail at 503-518-5925 ext. 10., which I will check once at the end of the school day.