



Modern History of Hawaii and Participation in a Democracy

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Course Descriptions:

CHR1100 Modern History of Hawaii - Social Studies

#4630 Gr. 11 Sem/0.5 cr.

This course examines the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study.

Textbook: A History of Hawaii, Linda K. Menton and Eileen Tamura, 1999

CGU1100 Participation in Democracy - Social Studies

#4670 Gr. 11 Sem/0.5 cr.

This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.

Textbooks: American Government, Magruder, 2016

Course Content – HCPSIII and Common Core Benchmarks and School Wide Learner Outcomes (SLOs): Class activities will align to the Hawaii Content and Performance Standards and Common Core Benchmarks. Students will be expected to work towards these standards, and instruction will be geared toward helping students meet each benchmark. The following learning objectives reflect the standards and indicate areas in which students will have opportunities toward mastery:

1. Employ chronology to understand change and/ or continuity and cause and/ or effect in history.
2. Use the knowledge of historical periods to assess contemporary issues and decisions.
3. Evaluate the quality of historical accounts based on the evidence provided and arguments presented.

The following table highlights the content, major projects, the Standards and SLOs that will be addressed over the course of the year.

| | Quarter 1 - MHH | Quarter 2 - MHH | Quarter 3 – PID | Quarter 4 - PID |
|------------------------|---|--|---|--|
| Content | -The Overthrow (Mahele, Reciprocity Treaty, Bayonet Constitution, John Stevens, Organic Act, Statehood) -Plantations Era | -WWII -Pearl Harbor -Contemporary People, Issues and Events (Hawaiian Renaissance, sovereignty, new immigration) | - Enlightenment (Influence on the American Constitution, rules of law, popular sovereignty, separation of powers, limited government) - Constitutional Rights -American Values of the Common Good | -Economic functions of government -US Economy -Citizenship Participation (advocate for issues, political parties, roles, civic action) |
| Projects | -DBQ Activity -Diary or Story Book | -Renaissance Newspaper Project -PPT Project - DBQ | -Amendments Project -DBQ | -Economics Project -Civic Action Project |
| Primary Content | Change, Continuity, and Causality: Students | Change, Continuity, and Causality: Students employ | Participation in a Democracy: Understand important historical | Governance, Differing types of governing, and Interaction: Students |

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|--|--|--|---|---|
| Standards | employ chronology to understand and/ or continuity and cause and/ or effect. | chronology to understand and/ or continuity and cause and/ or effect. | events and ideas related to the development of civics and political science | understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives. |
| School Wide Learner Outcomes (SLOs) | -communicate effectively -effective and ethical user of technology -Are responsible for their own learning | -Recognize and produce quality products -Are responsible for their own learning -Analyzing primary documents | -Understand that it is essential for human beings to work together -Are responsible for their own learning | -Demonstrate critical thinking and problem solving -effective and ethical user of technology -Are responsible for their own learning |

Classroom Expectations and Procedures:

- Follow all Maui High School Rules and Regulations
- Follow Classroom Code of Conduct – Three Personal Standards (1. Make good decisions 2. Solve Problems 3. Show respect)
- Bring your **Interactive Notebooks** to class every day!!!!!! **Three subject notebook, 8.5” x 11”**

Student Responsibilities for Assignments and Assessments:

- Students are expected to be in class ***on time, every time*** and to turn their assignments in ***on time, every time***. **If work is late, it will be accepted for 50% of the total points of the assignment.**
- If a student is absent from class, **it is his or her responsibility to request missing work** and complete make-up work within a week of their return.

Grading and Assessments: **PLEASE PAY CAREFUL ATTENTION TO THIS SECTION!**

- Student grades will be determined by scores received on formative (40%) and summative (60%) assessments. Students will be allowed to make up their summative assessments for a higher grade if necessary. It is the responsibility of the student to request a chance to improve their summative assessment scores within a week of receiving the initial grade.
- Formative assessments will be used to help students excel and achieve high grades on their summative assessments, therefore, it is important that ALL assignments, activities, notes, graphic organizers, etc., be completed and turned in on time!
- ***Failure to complete even one summative assessment in a given quarter, means an automatic failure for the quarter.***

| | |
|---------------|--|
| 90%-100% | = A (Exceeds Proficiency) |
| 80%-89% | = B (Meets Proficiency) |
| 70%-79% | = C (Meets Proficiency, Majority of Standards) |
| 60%-69% | = D (Approaching Proficiency) |
| 59% and below | = F (Well below Proficiency) |

Alternative Assignments:

Alternative assignments may be given to students who will be absent for long periods of time. However, students are still responsible to complete all assignments assigned by the teacher. Work missed due to prolonged periods of absence, will not be “excused.”

Mahalo!

Mrs. Brandi Lung Spalding

**Modern History of Hawaii and Participation in a Democracy
(School Year 2016-2017)**

Student's Name _____ **Period** _____

By signing, you and your child acknowledge that you have read and understand the supply requirements, performance expectations and grading policy for these MHH/PID courses. Earning a passing grade will require regular attendance, completion of assignments and a mastery of the course material.

Student Signature _____

Parent/Guardian Name _____ Parent/Guardian Signature _____

Home phone # _____ Work phone# _____

Parent e-mail address _____

Teacher: _____
Mrs. Brandi Lung Spalding

Principal: _____
Bruce Anderson