

School Year 2023-2024: Back to School Night @ LJMS

8th Grade Civics



Welcome and Introductions



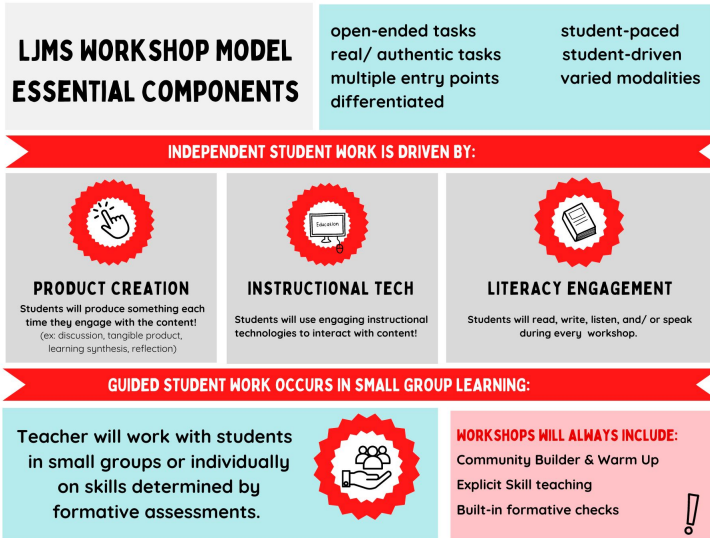
Overarching Course Goals:

Civics and Economics includes the knowledge and understanding of the democratic government and the American economic system. Students will learn the meaning of individual rights and responsibilities; the ideals of liberty, justice, and equality; and the rule of law. We want our students to understand public and personal economic and financial decisions. Our Tigers will learn how to participate in their democracy.

Luther Jackson Civics Teachers

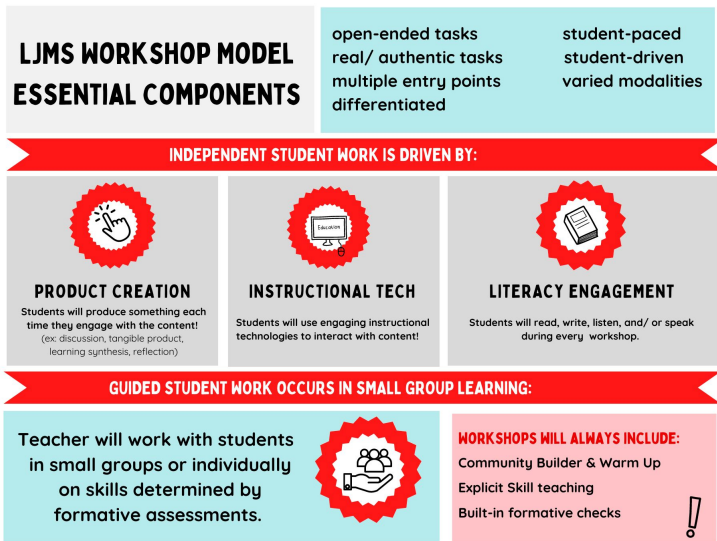
- Ms. Gresham
- Mr. Carter
- Mr. Holzshu
- Mr. Knight
- Ms. Smith
- Mr. Taft

Curriculum



- ❑ Links to essential standards to review with families
- ❑ Further information about how students will engage in literacy tasks, use instructional technology, and create authentic products to meet course learning goals and POG outcomes
- ❑ How will social and emotional learning outcomes be part of your course?

8th Grade Curriculum

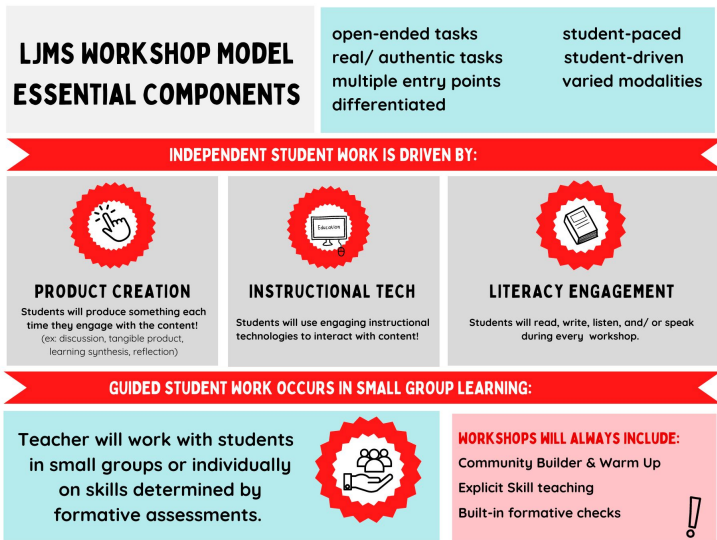


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Curriculum – old slide

- ❑ Teachers will prioritize student success in planning, teaching, assessing, and intervention support over the course of the year.
- ❑ The Civics curriculum goals are centered around helping students understand their own role in the community and develop their voice in a safe secure environment where they feel respected and valued.
- ❑ The Economics unit looks at the role of the government, the workers and the employers in our economy at-large. In addition, we look at the global marketplace and identify ways that we can predict macroeconomic and microeconomic events.
- ❑ In addition the Citizenship and Government curriculum supports the traits taught in the Positivity Project as well as the social emotional growth of our students.

8th Honors Curriculum



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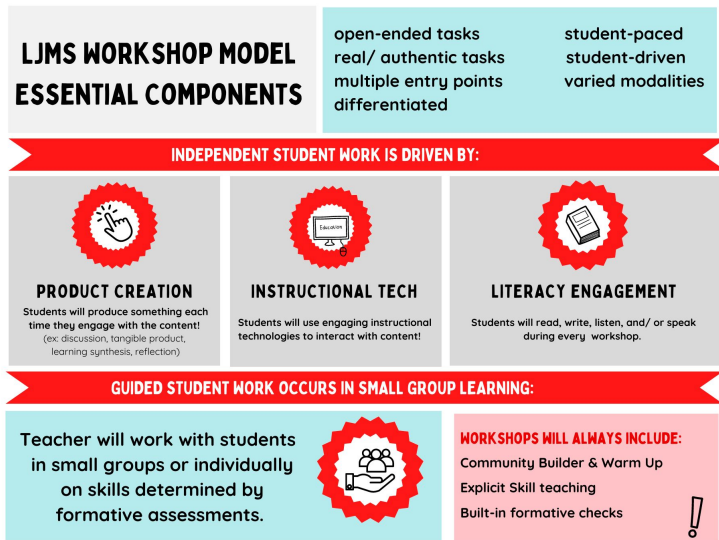
8th Grade Curriculum: Civics and Economics

- ❑ Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles with which the constitutions of Virginia and the United States were established, identify the rights, duties, and responsibilities of citizens, and describe the structure and operation of government at the local, state, and national levels.
- ❑ Through the economics standards, students will compare the United States economy to other types of economies and consider the government's role in the United States economy. Students will investigate the process by which decisions are made in the American market economy and explain the government's role in the United States economy.

[Virginia Curriculum Framework](#)



8th AAP Curriculum



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- ❑ Further information about how students will engage in literacy tasks, use instructional technology, and create authentic products to meet course learning goals and POG outcomes
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8th AAP Civics Curriculum - old slide

We believe in developing the strengths and talents of all students. Every student needs to be challenged and engaged in exciting learning experiences.

Our commitment to providing rigor to **all** students is part of the philosophy here at LJ.

- Some students need a differentiated curriculum to address their cognitive and social-emotional needs. These students receive additional AAP services based on:
 - Academic needs beyond peers at their grade level.
 - Strengths in language arts, mathematics, science, and social studies.
 - A need for increased depth, complexity, and pace of instruction.

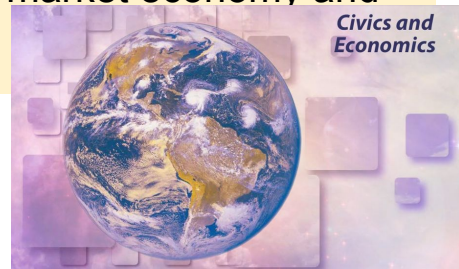
Advanced Academic Programs (AAP)

Fairfax County Public Schools offers a continuum of advanced academic services for students K-12 that builds upon students' individual strengths and skills and maximizes academic potential for all learners.

8th Grade Curriculum: Civics and Economics

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Class and Assignment Information

- ❑ What does a typical class period look like?
- ❑ What does a typical class assignment look like for this course?

Class and Assignment Information – old slide

- ❑ What might a “typical” class look like?

Our lessons follow the LEARN lesson model (Link to prior knowledge, Engage in learning, Active Learning, Reflection and Now and then). Most days we will rotate through stations or activities to provide short bursts of new material and then provide opportunities for students to practice and master the skills and concepts.

- ❑ What digital tools might students interact with?

Tools that are approved by the county and are being used most often by teachers are the Google Suite of tools and Pear Deck. Students use their FCPS login for these tools or the teacher provides them with a link. Most tools and assignments are located within the Schoology platform. Students also have access to our online Social Studies Techbook. They can use their FCPS credentials to logon to the online book (housed in Schoology).

- ❑ What are some examples of classwork?

Classwork includes time for students to form and ask questions, and for teachers to assess where students are and which additional supports they may need. Group discussions, simulations and/or work activities are common.

Homework Information

- ❑ What does homework look like for this course?
- ❑ Where is it completed?
- ❑ How long should it typically take to complete?

Assessments and Grading Policies

- ❑ What do assessment and grading practices look like for this course?

Assessments and Grading Policies – old slide

All tests, quizzes, projects, class work, writing, and participation will be weighted point values. Parents will receive grade updates in the form of electronic progress reports approximately every 2-3 weeks. At any time, feel free to contact me directly for updates. Students should notify their teachers if they notice a mistake in the progress report.

Participation serves various purposes, such as reinforcing daily objectives, helping determine if you have learned the content, and helping to prepare for future class activities/discussions.

- Late work will be graded on the quality of the work.

Students are allowed a retake on all major assessments – the goal is maximum student success in all areas. To qualify for a retake, a student must complete corrective action, and can only achieve a maximum of 80% (or the higher of the two attempts).

Communication Protocols

- ❑ Clearly define how students and families will receive communication from you.
- ❑ Clearly define the frequency of communication -- daily, weekly?
- ❑ Clearly define how students and families can contact you if they have questions or concerns
 - ❑ Establish response time expectations

Communication Protocols – old slide

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Teachers use a variety of methods to communicate with families: email, phone calls, progress reports, or announcements in Schoology or Talking Points.

- ❑ Clearly define the frequency of communication -- daily, weekly?

Teachers will send progress reports AT LEAST once every 2-3 weeks, although some students may receive one every week particularly if they are not keeping up with assignments. Teachers often email or call to follow up on students who are having trouble or if they are showing improvement!

- ❑ Clearly define how students and families can contact you if they have questions or concerns
Emailing your child's teachers works best. Students and parents can access the teacher's contact information in Schoology.

- ❑ Establish response time expectations

Please give teachers 24 hours to respond to your message. We often are in class or handling time-sensitive assignments.