

School Year 2020-2021: 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

- ❑ Quasars Civics Teacher: Mr. Holzshu
- ❑ Odyssey Civics Teacher: Mr. Carter
- ❑ Griffins Civics Teacher: Mr. Taft
- ❑ Innovators Civics Teacher: Ms. Gresham
- ❑ Special Education Teachers: Mr. Revercomb and Ms. Subhash

Curriculum

- ❑ 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.
- ❑ 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 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 Honors Civics Curriculum

FCPS civics honors, available to middle school students, is based on extensions of the FCPS Program of Studies. Students may self-select the Civics honors course to match their academic interests or strengths. Extensions are based on Carol Ann Tomlinson's *The Parallel Curriculum: A Design to Develop Learner Potential and Challenge Advanced Learners* (2009). The goal is to add depth and complexity to students' learning experiences. Students in honors courses frequently use abstract, critical thinking approaches through inquiry-based projects to extend and deepen understanding of the content. Honors courses prepare students for future success in the next step of their academic journey.

The Honors Curriculum Continuum

Continuum of Advanced Academic Services

Elementary School	Middle School	High School
Young Scholars All Levels K-12		
Critical and Creative Thinking Strategies Grades K-12		
Differentiated Lessons in Areas of Academic Strength Grades K-6 Level II	Honors Courses in English, Mathematics, Science and Social Studies Grades 7-8	Honors Courses
Part-Time Advanced Academic Program Grades 3-6 Level III	IBMYP Selected Schools Grades 6-8	IBMYP Selected Schools Grades 9-10
Full-Time Advanced Academic Program Grades 3-8 Level IV		International Baccalaureate Diploma Programme Advanced Placement Dual Enrollment Thomas Jefferson High School for Science and Technology

8th AAP Civics Curriculum

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.

LJMS Weekly Schedule



Virtual Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday				
Intervention	ODD Red Day	EVEN White Day	ODD Red Day	EVEN White Day				
English 8:30 - 9:15 Math 9:15-10:00 Social Studies 10:00-10:45 Science 10:45-11:30 CTE (Engineering and Computer Solutions) 12:00-12:45 World Languages (Spanish, French, Chinese) 12:45-1:30 Art, Drama, & Music (Chorus, Orchestra, Band) 1:15-2:00 PE 1:45-2:30	Bell Schedule by Period 7:30- 8:50: Period 1 9:05-10:25: Period 3 10:35-11:10: Lunch 11:20-12:40: Period 5 12:55-2:15: Period 7	Bell Schedule by Period 7:30- 8:50: Period 2 9:05-10:25: ADVISORY 10:35-11:10: Lunch 11:20-12:40: Period 6 12:55-2:15: Period 8	Bell Schedule by Period 7:30- 8:50: Period 1 9:05-10:25: Period 3 10:35-11:10: Lunch 11:20-12:40: Period 5 12:55-2:15: Period 7	Bell Schedule by Period 7:30- 8:50: Period 2 9:05-10:25: FLEX <table border="1" data-bbox="1503 631 1850 713"> <tr> <td>9:05-9:40</td> <td>FLEX Rotation 1</td> </tr> <tr> <td>9:50-10:25</td> <td>FLEX Rotation 2</td> </tr> </table> 10:35-11:10: Lunch 11:20-12:40: Period 6 12:55-2:15: Period 8	9:05-9:40	FLEX Rotation 1	9:50-10:25	FLEX Rotation 2
9:05-9:40	FLEX Rotation 1							
9:50-10:25	FLEX Rotation 2							

Department Weekly Schedule

- ❑ Classroom links are secure and individualized and are given to each student to attend our virtual school.
- ❑ Monday is a day dedicated to helping specific students (invite only) with concepts and content they may be struggling with.
- ❑ Office hours/out-of-class availability are listed below.

After School Academic Support

Special Education Teachers: Ms. Subhash-Thursdays 2:30-3:30 & Mr. Revercomb-Wednesdays

Griffins: Mr. Taft - Thursdays, 2:30-3:30.

Quasars: Mr. Holzshu-Mondays, 2:30-3:30

Innovators: Ms. Gresham-Wednesdays 2:30-3:30

Odyssey: Mr. Carter, Thursday 2:30-3:30

Attendance Policy

- ❑ Attendance will be taken everyday during synchronous lessons. Students will be required to log-in to BBCU to be counted as “Present” for the day
- ❑ Monday attendance will be taken through a Google Form on their Class of 2025 Google Classroom.
- ❑ If students are absent they should:
 - ❑ Check their Google Classrooms for missing work
 - ❑ Watch the recording of the synchronous lesson they missed
 - ❑ Contact the teacher with any questions they may have
 - ❑ Attend an after-school session if they need further guidance
 - ❑ Complete any missing work within 4 weeks of the due date

Synchronous Work

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

Synchronous work is work that is completed together as a class, using Blackboard Collaborate Ultra and its tools like chat, audio, and polls for quick check ins. This allows teachers and students to share information and activities as a group in real time. Time is built in for individual work and breaks. During this time the teacher is monitoring the “classroom” and answering questions. This ensures that students are not sitting in front of a monitor for 80 minutes without moving and allows for active engagement with the material. This format follows the LEARN lesson model (Link to prior knowledge, Engage in learning, Active Learning, Reflection and Now and then) just as is followed in a face to face class.

- ❑ What digital tools might students interact with? Share any special login information.

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.

- ❑ What are some examples of classwork?

Classwork would include time for assessing where students are and work on larger project based learning opportunities.

Asynchronous Work

- ❑ What might asynchronous work look like for this class?

Asynchronous work is work that is done by students independently outside of class. Civics teachers may assign asynchronous work at the beginning of the week (Tuesday) or in a later class. Of course, students should email their teacher with questions or ask the teacher directly in after-school hours if they need help.

- ❑ How will students access asynchronous work?

Most Civics teachers are posting asynchronous work in Google Classroom, although Blackboard 24-7 is also a possible platform.

- ❑ How will students turn in asynchronous work?

Depending on the format of the assignment, there are different ways to turn in asynchronous work. Google Classroom has a SUBMIT or TURN IN button for assignments. Asynchronous work will generally be **due on the Monday** following the week before.

Schoolwide Category Types and Comments



Assignment Category Types	% of the Student Grade
Major Work (inclusive of Projects, Labs or Assessments)	40%
Classwork/Asynchronous Work (Practice/Extensions)	50%
Participation*	10%

*Participation is defined as an opportunity for students to process and/or reflect on content in their learning. Students will have multiple opportunities to capture learning progress through activities such as quickwrites, polls, exit tickets and quizzes.

School Wide Gradebook Comments (SIS View)

Comment	Value	Remove When Scored
Missing - may still be turned in for credit	50%	Yes
Late - NO penalty will be applied.	-	
Absent - Student was absent, work must be completed	-	Yes
Excused - excused from doing the assignment	-	

Assessments and Grading Policies

All tests, quizzes, projects, class work, writing, and participation will be assigned 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 a review activity.

Communication Protocols

- ❑ Clearly define how students and families will receive communication from you.

Teachers use a variety of methods to communicate with families: email, phone calls, progress reports, or announcements in Blackboard 24-7 or Google Classroom.

- ❑ 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

Since many of us are not in our classrooms, emailing works best. Students and parents can access the teacher's contact information in Blackboard 24-7.

- ❑ Establish response time expectations

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