

## 7<sup>th</sup> Grade Social Studies Course Syllabus

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**Curriculum:**

Classroom curriculum will follow the Hawaii Department of Education Reading and Writing in History Common Core Standards available at: <http://www.corestandards.org/ELA-Literacy/RH/6-8> and content outlined in HDOE HCPSIII Benchmark Maps available at: <http://standardstoolkit.k12.hi.us/index.html>

**Grading:**

Grades will be available on Infinite Campus and updated weekly.

Students will be graded according to student progress on Learning Targets. This is a performance-based system! For example, take the following learning target: Describe how trade between Hawaii and other countries is affected by regulations. A student will be graded according to how well he/she describes how trade between Hawaii and other countries is affected by regulations.

The following scale will be used:

- 4 advanced.... exceeds the target.....A
- 3 proficient.... meets the target.....B
- 2 developing/partially proficient...C
- 1 novice.....below the target.....D

Course: History of the Hawaiian Kingdom

First Semester

Topic	Learning Target	Activity
Ancient Hawaii overview	HHK.1.1 Explain the roles and responsibilities of the four Hawaiian Social Classes during unification	Old Hawaii Social Class 5 Paragraph
	<b>Common Core Standard</b> 6-8.WHST.4 -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Old Hawaii Social Class 5 Paragraph
	<b>Common Core Standard</b> 6-8.RH.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Old Hawaii Vocabulary
	<b>Common Core Standard</b> 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	-Social Class Pyramid (4 levels of old Hawaiian Society) -Roles and Responsibilities Grid
Unification	HHK.3.1 Explain the events, people and ideas that led to the unification of the Hawaiian Islands	Unification Story
	<b>Common Core Standards:</b> 6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Unification Series of events chain
	<b>Common Core Standards:</b> 6-8.WHST.2 Write informative/explanatory texts including the narration of historical events	Unification Island by Island Commentary Map
	<b>Common Core Standards:</b> 6-8.RH.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Unification Vocabulary Who's Who in Unification
Kingdom of Hawaii Historical Change and Continuity	HHK.1.1 Analyze both change and continuity during unification and the monarchy period	Change and Continuity Venn and Commentary Writing
	<b>Common Core Standards:</b> 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task	Letter to the New York Times Kamehameha Change/Continuity Performance Evaluation
	<b>Common Core Standards:</b> 6-8.RH.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Kingdom of Hawaii Vocabulary
	<b>Common Core Standards:</b> 6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Hawaii History Timeline
Foreigners and Missionaries	HHK.3.3 Explain reasons foreigners came to Hawaii and explain the political, social, and economic impact on Hawaii	Foreigner's Impact Journal

End of the Kapu		
	<b>Common Core Standards:</b> 6-8.WHST.2 Write informative/explanatory texts including the narration of historical events	MTV True Life Liholiho Documentary Script – Five Paragraph Essay (Authentic task...screenwriting)
	<b>Common Core Standards</b> 6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Missionaries Primary Source “Un Rue-de Honolulu” Photo Analysis
	<b>Common Core Standards</b> 6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates change)	End of Kapu Pre-write/Graphic organizer End of Kapu Series of Events Chain
Mahele	HHK.3.6 Describe the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others	Mahele was good or bad for Hawaii Argumentative Essay!
	<b>Common Core Standards:</b> WHST.6-81 Write arguments focused on discipline specific content	Argumentative Essay
	<b>Common Core Standards:</b> 6-8RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts	Mahele Pie Charts
	<b>Common Core Standards:</b> 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Mahele Impact on Kalapaki Bay Primary Source-Photo Analysis Mahele Advertisement (Authentic task... advertising)
Sugar and Plantations	HHK.3.4 Describe the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii	Sugar was King! Newspaper Article
	<b>Common Core Standards</b> used to achieve target: 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Sugar was King! Newspaper Article
	HHK.3.5 Describe the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them and the relationships that developed between themselves as well as others	Life on the Sugar Plantations
	<b>Common Core Standards</b> used to achieve target: 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Immigrant Photobucket Activity... Use of Primary Sources and writing of blurbs
Overthrow	HHK.3.7 Analyze the roles of significant individuals and groups and their involvement in the Overthrow	Who’s who in the overthrow Friends or enemies matrix
	<b>Common Core Standards</b> used to achieve target 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Overthrow Homepage Blurbs and Blog(Authentic task...web writer)
	6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Republic of Hawaii Primary Source Analysis
	6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	Overthrow Series of Events Chain

### Required Materials

- All the materials on The Grade 7 Supply list
- Binder
- Planner
- Writing utensil (pen or pencil)

### TEXTBOOK:

*History of the Hawaiian Kingdom.* Should the book be damaged or lost after distribution the student will be liable for the costs.

**Behavior:** Students are expected to be working quietly at all times without disrupting others under the umbrella of our school-wide “4P’s”: Be Prompt Be Prepared Be Productive Be Polite

**Discipline:** Discipline will follow the school’s guidelines: Teacher will directly teach all classroom expectations to the student.

1<sup>st</sup> Incident-Teacher will utilize “proactive” classroom action.

2<sup>nd</sup> Incident-Teachers will deal with the problem immediately in the classroom with as little disruption as possible.

3<sup>rd</sup> Incident- Think Sheet (an interactive form about the importance of positive behavior) will be given to student. Parent will sign Think Sheet. Teacher will make phone call home.

4<sup>th</sup> Incident-Student shall be referred to Administration.

I look forward to being your child’s teacher and working together to make this school year a rewarding and enriching experience for him/her.

Mahalo  
signature \_\_\_\_\_ Parent \_\_\_\_\_ Date \_\_\_\_\_