

Freshman Social Studies Placement

Overview

This guide is designed to help you understand the placement collaboration process. To place students appropriately for their freshman year, we use our best professional judgment based on multiple sources of information. The sources we value include, but are not limited to:

- Current 8th grade course and curriculum
- Performance on standardized tests
- 8th grade teacher's assessment of class performance
- Knowledge of specific student achievement profiles in 9th grade in prior years

Important Dates

November 4	Registration Gateway deadline
November 17	8th Grade Family Night
December 7	Grade 8 Placements emailed to families that have completed Registration Gateway
December 7-17	Students/Parents read over SS Placement information and contact DC w/questions
January 3-6	Students/Parents read over SS Placement information and contact DC w/questions
January 5	8th Grade Elective Night
January 6	Grade 8 students start high school counseling appointments for placement

Finding the Right Fit

A. Social Studies Overview:

All 9th grade students are required to take either World Cultures or World History Honors. Both of these courses are the foundation for all other social science courses in our department. World Cultures and World History Honors are aligned with our National Council of the Social Studies C3 Framework and Illinois State Social Studies Standards that use content as a vehicle to teach social science skills. Students from both courses matriculate to our regular level electives and AP European History sophomore year.

B. MAP score information

1. MAP score history is more important than this one score.
2. The range can seem deceptive; 10 points is 1 grade level; focus on last 2 #s (ie. 31 or 34).
3. The "Informational Text" subgroup of the MAP Reading Score is the most important in Social Studies.
4. *Students who score between 229 and 234 should carefully consider Social Studies placement.* If your student's MAP score is in this range, it is highly recommended that your student reads about the course expectations below and collaborates with the Social Studies Department Chair. Information about expectations, success criteria, historical trends, etc. can be discussed.

C. Differences in Courses Expectations:

World Cultures: A typical day in World Cultures students will:

1. Start out with writing down homework, examining the lesson and its learning objective and how it fits with the scope and sequence of the unit.
2. Be introduced to new topics via secondary or primary source reading (pairs or small groups), notes, or data analysis (maps, graphs, charts). Students will practice these concepts with graded discussions, writing prompts and simulations.
3. Review new concept at the end of class
4. Re-announce homework

Other typical daily tasks: Mapping labs, political cartoon analysis, document-based question essays, note-taking strategies: Three column notes; summarizing; cluster charts; 3-2-1 sheets; cause-and-effect handouts, and other Common Core-aligned materials

Regular basis: Check for understanding with formative assessments (assessments for learning); check assignment notebooks the first couple weeks of school; review correct homework assignment answers on the board

Typical assignment: Two column notes; Three column notes; unit maps; cause-and-effect handouts; timelines; Venn diagrams; cluster charts; DBQ five paragraph essays (one per quarter); primary source analysis handouts; political cartoon analysis; annotate articles

Homework: 2-4 nights per week, 15-20 minutes

World History Honors: A typical day in World History Honors students will:

1. Ask and answer questions about concepts in previous night's reading
2. Be introduced to new topics via secondary or primary source reading (pairs or small groups), notes, or data analysis (maps, graphs, charts). Students will practice these concepts with graded discussions, writing prompts and simulations.
3. Participate in a class activity (teacher-led, partner or group) that challenges them to think critically about historical concepts. Example: multiple causation, cross-cultural connections and comparisons, major cultural shifts and the change agents driving them

Regular basis: Each unit lasts about 2-3 weeks with multiple reading quizzes and a final unit test. At least one in-class essay is given each quarter (document based questions or free response). Second semester projects involve research both in and outside of school while simultaneously keeping up with daily reading assignments.

Typical assignment: Critical reading each night/notes, five pages average in a college level history text or primary source, DBQ five paragraph essays (one per quarter); primary source analysis handouts; political cartoon analysis; annotate articles

Homework: 4-5 nights per week, 30-40 minutes

Your Choices

A. Do nothing

Keep your listed course recommendation and meet with your high school counselor in January 2022 to finalize course selections.

B. Collaborate and Finalize

We encourage all parents/guardians to contact department chairs with any questions about course selections.

We want students to have balance in their transition into high school. Please consider other courses, activities, and time management before finalizing course selections.

Billson Rasavongxay
Social Studies Department Chair
630-570-8540
brasavon@hinsdale86.org

Meet with your high school counselor in January 2022 and finalize course selections.