

United States History I: Colonial America to the Reconstruction Era

District of Columbia Social Studies

INSTRUCTOR & COURSE INFORMATION:

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TEXT: McDougal Littell – Creating America & the Online Discovery Book

COURSE: 8TH GRADE UNITED STATES HISTORY

OVERVIEW:

In the eighth grade, students learn United States History from the Colonial Period to the Reconstruction Era. Students investigate the evolution of the United States from a political, social and economic point of view. Students examine issues and problems associated with the Challenges and Crisis America faced and continues to encounter as an emerging global democracy. Students examine interdependence, trade, and economic growth during this period and how changes in technology affected production and consumption. Students also study the emerging foreign policy, industrialization and people responsible for these historical changes. They use historical thinking skills to study the events, places, and people within the historical period of the Colonial Era to the Reconstruction Era.

Ultimately, students in Social Studies classes engage in a series of units of study that shape their ideas through a continuum of voice to build school and community leaders. The continuum allows students to use voice as expression, consultation, participation, activism and leadership.

GOALS:

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through portfolios, exhibitions, simulations, debate, service-learning projects, that correlate to social studies content standards for evaluation
- Communicate effectively and appropriately for a variety of purposes.
- Connect their goals with learning history
- Analyze how studying and repeating history can be successful
- Critique how studying history will keep you from making mistakes

REQUIRED MATERIALS

1. 3-ring binder/Folder (*Keep completed assignments together*)
2. Assignment Folder – This folder will be used to turn in work. *You will not be allowed to turn in work without a folder.*
3. 2 notebooks
 - a. 1 notebook for Quotes and Exit Tickets
 - b. 1 notebook for Chapter Assessments, 3 Facts and 2 questions, and notes
 - i. with at least 2 dividers
4. 3-ring loose-leaf notebook paper
5. Pens – blue or black
6. Highlighters
7. Thesaurus (Dictionary is optional)
 - a. *If you have an Iphone invest in the app Thesaurus Rex*

ONLINE ASSIGNMENTS

1. Turn in assignments to the correct email/class page.
 - a. **I will not look for your assignment in other email address or locations.**
2. Label the subject of the email the name of the assignment.
 - a. **I will not search for your work**
3. Make sure your name is on the assignment and in the subject line with the name of the assignment.

CLASSROOM ETIQUETTE

- Arrive to class on time.
- Follow directions the *first* time given.
- Complete Warm Ups within the first 7 minutes of class silently
- Stay on task during all work times.
- Keep hands, feet, and objects to yourself.
- Stay in your seats
- **Ask for permission before any use of electronic device**
- Adhere to the school-wide uniform policy.

LATE WORK	No late work will be accepted.
EXTRA CREDIT	No extra credit will be given if the student has not made up all missed or late work that has been assigned for that quarter.

Consequences for Classroom Rule Violations

*Obscenity, profanity, or any behavior designed to dehumanize anyone or to incite aggressive behavior will not be tolerated. The **Code of Student Conduct** will be strictly enforced.*

If you violate a rule, you may be assigned a consequence. Depending on the frequency and severity of the misbehavior, you may receive one or more of the following consequences:

- Loss of a behavior point
- Time owed after class
- Change in seating assignment
- Detention
- Parental contact
- Office referral

If you ever feel that the enforcing or rules or consequences is unfair, you have the right to make an appointment with me to discuss the situation. I will be as unbiased as possible in hearing your complaints or comments.

Technology Within the Course

Quizlet.com – Vocabulary (*Type friendly patriots in the space bar to locate my class*).
 Engrade.com – Online quizzes
 Goanimate.com – Create projects
 Prezi.com – New way of creating PowerPoint presentations
 *Online Portfolio

GRADING POLICY:

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none">• Document Based Analysis• Writing Tasks• Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc.• Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.	40%
Assessment	Includes formative and summative assessment. Assessments must address content standards and vary to address student population. <ul style="list-style-type: none">• Unit Assessment• Project Based Assessment i.e. Research Paper, Exhibit, Performance, Website, Simulation etc.	40%
Homework	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none">• Content Readings• Study Guides• Video Analysis• Review Notes• Article Review	10%
Participation	Includes how students work within a classroom environment. <ul style="list-style-type: none">• Meets expectations of the classroom• Following rules• Working with others• Preparation	10%

Student's Name

Parent's/Guardian's Signature

Date

United States History I: Grade 8 Course at a Glance

Quarter 1	Quarter 2
<p><u>Content Focus:</u></p> <p>Unit 1: Colonial America Unit 2: The American Revolution</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Pre-test ● Teacher – Created Assessments ● Unit Exams ● Unit Culminating Activity ● Presentation Project <p><u>Social Studies Standards</u> D1-5.6.9-12 Developing Questions & Planning Inquiry D2Eco1-15.6-8 Applying Disciplinary Tools & Concepts (Economics) D2His1-17.9-12 Applying Disciplinary Tools & Concepts (History) D2Civ1-14.9-12 Applying Disciplinary Tools & Concepts (Civics) D31-4.9-12 Evaluating Sources & Using Evidence D41-8.9-12 Communicating Conclusions & Taking Informed Action</p>	<p><u>Content Focus:</u></p> <p>Unit 3: The Constitution, Creation and Compromise Unit 4: A New Nation</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Teacher–Created Assessments ● Unit Exams ● Unit Culminating Activity ● Presentation ● Project <p><u>Social Studies Standards</u> D1-5.6.9-12 Developing Questions & Planning Inquiry D2Eco1-15.6-8 Applying Disciplinary Tools & Concepts (Economics) D2His1-17.9-12 Applying Disciplinary Tools & Concepts (History) D2Civ1-14.9-12 Applying Disciplinary Tools & Concepts (Civics) D31-4.9-12 Evaluating Sources & Using Evidence D41-8.9-12 Communicating Conclusions & Taking Informed Action</p>
Quarter 3	Quarter 4
<p><u>Content Focus:</u></p> <p>Unit 5: We the People... Unit 6: Expansion and Industrialization</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Unit Culminating Activity ● Teacher – Created Assessments ● Project ● Presentation ● Unit Exams <p><u>Social Studies Standards</u> D1-5.6.9-12 Developing Questions & Planning Inquiry D2Eco1-15.6-8 Applying Disciplinary Tools & Concepts (Economics) D2His1-17.9-12 Applying Disciplinary Tools & Concepts (History) D2Civ1-14.9-12 Applying Disciplinary Tools & Concepts (Civics) D31-4.9-12 Evaluating Sources & Using Evidence D41-8.9-12 Communicating Conclusions & Taking Informed Action</p>	<p><u>Content Focus:</u></p> <p>Unit 7: Reform and Causes of the Civil War Unit 8: The Civil War and Reconstruction</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Unit Culminating Activity ● Teacher Created Assessment ● Project ● Presentation ● Unit Exams ● Final Exam <p><u>Social Studies Standards</u> D1-5.6.9-12 Developing Questions & Planning Inquiry D2Eco1-15.6-8 Applying Disciplinary Tools & Concepts (Economics) D2His1-17.9-12 Applying Disciplinary Tools & Concepts (History) D2Civ1-14.9-12 Applying Disciplinary Tools & Concepts (Civics) D31-4.9-12 Evaluating Sources & Using Evidence D41-8.9-12 Communicating Conclusions & Taking Informed Action</p>

Key Disciplinary Literacy Shifts Parents' Guide

The Standards for Social Studies describe varieties of expertise that Social Studies educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

1. Balance of Informational and Literary Texts

- Read a true balance of texts
- Comprehend content and text knowledge of literary and informational texts
- Synthesize content learned in texts (discussion, writing, presentation, etc.)

2. Disciplinary Literacy: Building Disciplinary Knowledge

- Build knowledge about the world (domains/ content areas) through text & content exposure to make informed civic decisions
- Practice and apply reading and writing strategies for building content knowledge; annotating texts, note-taking, using self-generated graphic representations
- Discuss in pairs or collaborative groups to clarify or confirm content knowledge

3. Increasing Text Complexity

- Read the complex, grade appropriate text around which instruction is centered
- Build fluency and stamina by reading an appropriate range of texts
- Closely read complex sections of text to determine meaning and deepen understanding through discussion and analysis

4. Text-Based Questions/Answers

- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text
- Respond to questions requiring inferential thinking and analysis of ideas
- Evaluate and discuss analysis of texts with peers, using evidence as part of discussions
- Self-generate questions about the text to corroborate depth of knowledge and understanding when synthesizing multiple texts

5. Writing from Sources

- Draw evidence from texts to inform, explain, make an argument to take informed action including print, non-print media and digital media
- Demonstrate all aspects of the writing process as well as produce writing on-demand
- Conduct original research to answer questions and solve problems

6. Academic Vocabulary

- Use language effectively and in context when speaking and writing.