



## **U.S. History Syllabus 2017-2018 (8<sup>th</sup> Grade)**

**Froebel Bilingual School  
Mr. Daniel Cortes, Teacher**

**Office Hour by Appointment Only**

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**STUDENTS – Please keep this syllabus in your notebook; we will be referring to it during the course**

### **I. Course Description**

This course is a survey of the history of The United States of America. The course will cover important aspects in the development of the nation, beginning with European colonization of Central and South America. The course will also investigate the effect of European colonialism and American expansionism on the native peoples of the region. This course is a study of the United States from the Colonial period through the Civil War Era. In addition to the study of historical events within this timeframe, the course encompasses an in-depth study of the United States Constitution and its past and present implementation at the federal, state, and local levels. While history and civics are the core disciplines, the program also incorporates economics, sociology, geography, and humanities to give students an understanding of and appreciation for the major movements and concepts that have characterized the United States.

### **II. General Objectives**

Improve skills in historical research and geographical analysis by:

1. Understand the foundations of American citizenship.
2. Appreciate the rights and foundations of citizenship.
3. Explore how the American system of government works.
4. Understand the U.S. Constitution and the Bill of Rights.
5. Appreciate the American political system.
6. Explore the court system, including both civil and criminal procedure.
7. Explore basic principles of economics and marketing.
8. Identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in the history of the United States.
9. Using maps, globes, artifacts, and pictures, to analyze the physical and cultural landscapes of the United States and interpret the past.
10. Identifying major geographic features important to the study of United States history.
11. Identifying and comparing political boundaries with the locations of states and regions.
12. Analyzing trends in human migration and cultural interaction.

### **III. Skills**

The student will improve skills in historical research and geographical study through primary and secondary source analysis, using maps, globes, artifacts and pictures, identifying major geographic features, identifying and comparing political boundaries, analyzing trends in human migration and cultural interaction, and analyzing the impact of economic forces on United States history to 1800s

These skills will serve to increase student awareness of common connections between all human's past and present. Students who complete the course objectives should be more prepared to contribute positively to the world around them and to think critically about solutions to the problems of our day.

### **IV. Materials**

UNITED STATES HISTORY Holt, Rinehart, Winston — Student Edition

Notebook, writing utensils, loose leaf paper, 1 1/2 inch 3-ring binder, 5-tab dividers

### **V. Class Procedures & Discipline Policy**

Procedures and policies concerning late assignments and make-up work:

Unexcused late work (including homework as well as major assignments) will not be accepted in this class.

In the case of an excused absence, the student must turn in assignments within two days of the absence and, also within the two-day period, must make up tests that were administered during the absence. (The student should make arrangements with the teacher.) If an assignment was given before the absence, the student is expected to send the work or turn it in on the day of his or her return to school with a written excuse.

If the student does not have access to a computer or typewriter at home, the parent should notify the teacher at the beginning of the school year so there is time to explore possible options.

The teacher will not excuse work that is late due to printer problems (no ink cartridge, etc.). The student must also bring, on or before the assignment due date, a parent note which describes the nature/circumstances of the problem.

When major technology problems occur unexpectedly (a computer crash, for example), the student may handwrite the composition neatly in black ink on paper. The student must submit a parent note of explanation along with the handwritten work. In the case of a major technology problem the evening before the due date for an assignment or project, the student may be granted a brief extension. The student must bring a parent note of explanation on or before the date the assignment is due.

### **Discipline Policies:**

The teacher will try to work with each student in areas that need improvement. If problems persist, the teacher will notify the student's parent(s). If misbehavior continues, the teacher will submit a referral to the social worker/administration for action. Students who create severe disturbances in class will be removed immediately. Further, the teacher will support all school policies outlined in the Student Handbook and will follow the Discipline Plan required by school administration. Classroom rules include:

- Be on time. (The teacher will follow school policy.) If you are late for any reason, you must furnish a late pass from the school office, even if you have a pass from another teacher.
- Bring appropriate materials.
- Have completed homework in class. (Students will not be able to return to their lockers during class.)
- Follow procedures for unexcused absences. (See student handbook.)
- Limit requests for restroom visits to extreme emergencies.
- Refrain from speaking out in class and calling out responses. You must raise your hand.
- Leave gum and candy out of the classroom.
- Refrain from leaving seat without permission.
- Refrain from socializing and behaving in a disruptive manner.
- Cell phones are prohibited.
- Sit up during class. (It helps concentration.)
- Read and abide by rules and procedures outlined in the student regulation.
- Respect others' right to learn.

## **Behavior**

1. First and foremost, you will critique the work *not the person*.
2. Treat the room, your classmates, yourself, various works, and me with respect.
3. Bring all materials to class
4. Keep evidence of all your work. This includes e-mails
5. You may not consume food and beverages in my class.

## **VI. Course Outline**

### **FIRST QUARTER (August - October)**

#### **A. Introduction to U.S. History**

##### **Unit I: Our Colonial Heritage**

##### **I. Chapter 1: The World before the Opening of the Atlantic**

##### **2. Chapter 2: The New Empires in the Americas**

##### **TEST I**

##### **3. Chapter 3: The English Colonies**

##### **4. Chapter 4: The American Revolution**

TEST 2

**SECOND QUARTER (October - December)**

B. Unit 2: A New Nation

- I. Chapter 5: Forming a Government
2. Chapter 6: Citizenship and the Constitution

FINAL TEST

**THIRD QUARTER (January - March)**

3. Chapter 7: Launching the Nation

C. Unit 3: The New Republic

1. Chapter 8: The Jefferson Era
2. Chapter 9: A National Identity

TEST 4

**FOURTH QUARTER (March - May)**

3. Chapter 10: The Age of Jackson
4. Chapter II: Expanding West

TEST 5

D. Unit 4: The Nation Expands

- I. Chapter 12: The North
2. Chapter 13: The South
3. Chapter 14: New Movements in America

FINAL TEST

\*Subject to change\*

**IV. Semester Evaluation**

Instrument	Points	Weight
TESTS (3) x 100 pts. Ca.	300 pts.	30 %
WRITING ASIGNMENTS	200 pts.	20%
PROJECT (1) x 100 pts. =	100 pts.	15%
PORTFOLIO =	100 pts.	15%

QUIZZES (4) x 25 pts. ea.	100 pts.	10%
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DAILY WORK	100pts.	10%
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(Homework's, behavior, notebook)

SEMESTER TOTAL PTS. 900 pts. 1000/c