



8th U.S. History

Rhonda Boen
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Conference Period: 2nd Period 9:10 – 10:00

Tutoring Opportunities: Before/After school; Monday through Thursday

Class Materials:

- Students will register for On-Line McGraw-Hill textbook
- Basic supplies – pen, pencil, map colors, markers, glue

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

This course is a study covering the history of the United States from the Exploration Period through the end of Reconstruction in 1877. Special emphasis will highlight the Thirteen Original Colonies, the American Revolution, the U.S. Constitution, the issues of the early Republic (Washington through Jackson), the Industrial Revolution, Westward Expansion, the Civil War and Reconstruction.

Course Goals:

Students who complete this course successfully will be able to:

- Understand the specifics of significant events in U.S. History up until 1877 and the direct impact of those events on their lives today.
- Students will be able to express their opinions and debate historical events through critical reading, writing and questioning.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum ten per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Students will be expected to participate in classroom/on-line activities and discussion. Due dates will be clearly established for all assignments. Exam reviews will be given before every test.

Attendance/Tardy Policy/Make-Up Work:

For students to be successful, they must attend class – either in-person or on-line. If attending on-line, students must mark the attendance daily in Canvas as directed. In cases of absence, students will have the number of days they were absent plus one to complete all missing assignment. For on-campus learning, being punctual is essential and office referrals will be written for students who are tardy four or more times a six weeks.

Classroom Expectations:

My expectations in class mirror the expectations of all teacher – whether remote or in-person. I expect my students to be on time, be prepared for class and be willing to put true effort into the learning process.

Preliminary Schedule of Topics, Readings, and Assignments

Our schedule of study for the 2021-22 school year will be as follows:

Unit 1 – Exploration, Colonization, American Revolution

Unit 2 – Establishing a New Nation (Government and Early Republic)

Unit 3 – Age of Jackson, Westward Expansion

Unit 4 – Industrial Revolution, Reform

Unit 5 – A House Divided (Sectionalism, Civil War and Reconstruction)

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work.

Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.