

8th Grade United States History

COURSE SYLLABUS

SY 2012-2013

Waynette Apolo

OFFICE:	Kaheiheimālie, J-05
OFFICE HOURS:	2:30 – 3:30pm (Monday – Friday)
OFFICE PHONE:	573-7045
E-MAIL ADDRESS:	waapolo@ksbe.edu
WEB PAGE:	http://blogs.ksbe.edu/waapolo/

DESCRIPTION

History Alive! Students in 8th grade use this course of study which immerses them in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism. Students examine the philosophies, conflicts, and cultures around which the early nation developed and consider the influence of past events on the nation today. This course is designed to shifting to a student-centered, activity based classroom.

CORE CONTENT STANDARDS

The standards are organized around four content areas:

Standard 1 – History

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2 – Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

Standard 3 – Geography

Students will identify major geographic characteristics of the United states and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

Standard 4 – Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

TEXT AND REQUIRED SUPPLIES

History Alive! The United States Through Industrialism will be their primary resource. Other handout materials will be supplemented. Some time will be devoted to Global Issues/Current Events (Connection of local, state, national and international issues).

GRADING PLAN

Students will be graded using a point system. Points will be given for: test and quizzes; oral and written assignments (daily work/homework); projects including Interdisciplinary Team Units (ITU); participation & preparation (on-task assessment) and other instructional activities. *Grades will be posted on online-KS Connect every two weeks. Please check your grades often and communicate any concerns or discrepancies with the teacher immediately.*

Borderline Grades

For students who are on the borderline of a grade, their classroom work will be evaluated in summary so that the student's contribution to the class will be evaluated. Attendance and classroom participation will weigh heavily in the determination of the borderline grade evaluation. Reviews will only apply for grade "raises only". No student's grade will be lowered.

Extra Credit

You will have some opportunities to gain extra credit points. However, do not rely on them to pad your grade.

Attendance

Please see KSM student handbook for absent policy.

CLASSROOM RULES OF CONDUCT

It is hoped that you will behave appropriately in the classroom. I will go over in more detail what the classroom behavior expectations are and what the consequences for poor behavior will be. If I must constantly give my attention to class disruptions then you, both individually and as a group, will lose privileges and freedom. As in any community, it is up to you to reserve your rights and protect your freedom. This begins with good citizenship!

SUGGESTIONS FOR SUCCESS

Come to class prepared and be attentive in class; stay abreast of all assignments. There will be homework daily, don't fall behind and keep up with all assignments or readings. You will be informed of quizzes and tests ahead of time, be prepared, study in advance and review class materials. Rubrics are used frequently to assess growth and learning, look carefully at the rubric, use it as a tool to demonstrate your abilities. Quality work is expected.

TOPICS OF STUDY

Our Colonial Heritage:

The English Colonies in North America
Life in the Colonies

*What were the similarities and differences among the colonies in North America?
What was life really like in the colonies?*

Revolution in the Colonies:

Toward Independence
The Declaration of Independence
The American Revolution

*When is it necessary for citizens to rebel against their government?
What Principles of government are expressed in the Declaration of Independence?
How was the Continental army able to win the war for independence from Great Britain?*

Forming a New Nation:

Creating the Constitution
The Constitution: A More Perfect Union
The Bill of Rights

*What compromises emerged from the Constitutional Convention?
How has the Constitution created "a more perfect Union"?
What freedoms does the Bill of Rights protect and why are they important?*

Launching the New Republic:

Political Developments in the Early Republic
Foreign Affairs in the Young Nation
A Growing Sense of Nationhood
Andrew Jackson: Growth of Democracy

*How did the Federalist and Republican visions for the United States differ?
To what extent should the U.S. have become involved in world affairs in the early 1800s?
What did it mean to be an American in the early 1800s?
How well did President Andrew Jackson promote democracy?*

An Expanding Nation:

Manifest Destiny and the Growing Nation
Life in the West
Mexicano Contributions to the Southwest

*How justifiable was U.S. expansion in the 1800s?
What were the motives, hardships, legacies of the groups that moved west in the 1800s?
How have Mexicano contributions influenced life in the United States?*

Americans in the Mid-1800s

An Era of Reform
The Worlds of North and South
African Americans in the Mid-1800s

*To what extent did the reform movements of the mid-1800s improve life for Americans?
How was life in the North different from life in the South?
How did African Americans face slavery and discrimination in the mid-1800s?*

The Union Challenged

A Dividing Nation
The Civil War
The Reconstruction Era

*Which events of the mid-1800s kept the nation together & which events pulled it apart?
What factors and events influenced the outcome of the Civil War?
To what extent did Reconstruction bring African Americans closer to full citizenship?*

Migration and Industry

Tensions in the West
The Rise of Industry
The Great Wave of Immigration

*How did settlers change the West and affect American Indians?
Did the benefits of industrialization outweigh the costs?
What was life like for immigrants in the early 1900s?*

A Modern Nation Emerges

The Progressive Era
The United States Becomes a World Power
Linking Past to Present

*Did the progressives improve life in the United States?
Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned?
What changes since 1941 have shaped how we live today?*