I. United States History 8 (year long)

II. Pre-requisites--8th grade status

III. Board-Adopted Textbook

IV. Course Nature:
This course covers the history of America from the 1490’s to the Civil War with a
special emphasis on the personalities that shaped the American Character. Topics of
study include Native American conflict with the desire for land, development of the
United States as an independent nation, expansion westward, economic, social, and
cultural developments, political development in the United States. Interpretation of
graphs, charts, maps, and pictures are also a part of the course. Students will also
learn how to write summaries, position papers, and essays. The will also read two
historical novels and then relate the necessary information from their readings to a
computer based presentation.

V. Expectations:
My goal is to have each student exit the year of study ready, willing, and able to
enroll in Physics at Pittsford High School. It is my personal belief, that each
dedicated student is capable of earning a top score in this class. A dedicated student
must exhibit the following characteristics:

1) They are prepared for class each and every day (book, notes, and writing utensil!).
2) They must pay attention and participate in class.
3) They must complete their homework and take responsibility for missed
   assignments.
4) They must take responsibility for any missed assignments, quizzes or tests.
   - I will not hound you for missing assignments.
   - If a student is absent for only the day of the test or quiz they will be expected to
take the test or quiz on the day they return.
5) They must give a 100% effort for every assignment or project assigned.
6) They must ask for help before they experience academic trouble.

VI. Course Description--Units/Lessons
   Colonial America
   The English Colonies
   The Struggle for Independence
   A New Nation
   The Constitution
   Basic Economic Frame Work
   The Federalist Era
   The Jeffersonian Republicans
   The age of Jackson
Westward Expansion
Ante-bellum America
Toward Civil War
The Civil War
Reconstruction
Into the West

VII. Supplementary Instructional Materials
a. Newspapers, periodicals, and magazines
b. Films, video tapes, movies, overheads, and pictures
c. Guest Speakers
d. Maps
e. Reference Books
f. Teacher Selected materials
g. Internet
h. CD-Roms
i. Various forms of tapes, cassettes, and records
j. DVDs
k. Music from various historical sources

VIII. General Information for United States History 8
This course is designed to include the following dimensions of understanding.

PURPOSE
The Student will be able:
1. To understand themselves and their world, and the interconnectedness of all things.
2. To make reasoned evaluations based on critical thinking, rather than emotion and prejudice.
3. To equip themselves with the tools they need to express themselves coherently.
4. To recognize that our personal choices are important in maintaining Democratic rights.

TOPICS
See Course Units

ACADEMIC SKILLS
Detecting bias and stereotypes
Identifying cause and effect relationships
Making inferences and discern patterns of and forces for, change
Understanding and evaluating different perspectives, ideologies, propaganda, and faulty reasoning
Analyzing a range of primary and secondary documents
LIFE SKILLS

Basic Employability Skills
- Good Grooming, manners, politeness, and courtesy.
- Pride in a job well done.
- Honest and a job well done.
- Punctuality
- Good Attendance
- Completes tasks independently
- Good speaking skills

Job Success Skills
- Problem solving skills
- Decision making skills
- Critical thinking skills
- Higher order thinking skills
- Able to plan and complete a project
- Willing to engage in lifelong learning
- Good reading and writing skills

Behavioral Objectives
- Good listening skills
- Good penmanship
- Follow directions
- Basic keyboarding
- Computer literacy
- Cultural literacy

Employee Relations Skills
- Able to work with teams of people
- Cooperative attitude
- Good interpersonal skills
- Collaborates to problem solve
- Respects authority
- High cultural respect and sensitivity
- Good Speaking Skills
- Good study skills
- Meets increasingly higher expectations
- Able to use technical tools safely and correctly
- Able to change from task to task
- Knows how to build upon is what is known
- Is a self-starter
ASSESSMENT
The intent of assessment is to measure a wide range of understandings, and it will include the following: essays, summaries, research papers, tests, quizzes, oral presentations, creative projects, class participation, team collaboration, homework effort, and student evaluation.

IX. Course Goals
The student will demonstrate an understanding of significant aspects of United States history by identifying, describing analyzing, classifying, synthesizing (drawing conclusions), prioritizing, comparing/contrasting and/or determining analogies, consequences, judgments, alternatives, other view points of:

(1) Economic, political, social and geographic terms and concepts.
(2) Legislation.
(3) Causes and effects of United States involvement.
(4) Roles of Citizens in the Democratic process.
(5) United States foreign policies.
(6) Roles of different cultures, minorities, and interest groups.
(7) Chronological flow of events and relationship between past and present.
(8) Importance of significant men and women in shaping United States history
(9) Current issues and conflict resolutions.
(10) Appropriate literary selections

X. Possible Areas of Integration
a. Literature
b. Science
c. Cultural Studies

XI. Grading Policy:
50 % Homework
10 % Quizzes
40 % Tests and Projects

Homework that is not complete or partially complete can be changed from a lower grade to a higher grade when the student shows me the completed work. This is not to be used an excuse for not completing your homework. Homework is mainly graded on effort. Take advantage of these points so that your grade doesn’t depend solely on your test or exam grades. Putting in effort on the homework will show on the tests, quizzes and exam. If incomplete homework becomes a habit, you may not receive any credit for it.
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**Extra Help:**
*If you do not grasp a topic, it is very important that you ask for help.*

**NOTE:** I am available most days after school. I am also available before school. You can also contact me at home (517-523-4138) before 10pm. Please do not hesitate to say that you do not understand something. The worst time to find your deficiency is during a test. Help can come from many different sources; the teacher, other teachers, fellow students, parents, and different books. Your efforts will be in direct proportion to how much you learn.

**Rules:**
1) Be on time. (In the future, keeping your job will depend on this)
2) Be prepared (book, notebook, folder, pencil, scientific calculator).
3) Be respectful (to the teacher, fellow students, and the property of others. **This includes the desks! Do not write on them!**).
4) Be on task. Students are to remain seated unless given permission to do otherwise. When given time to work on homework, students will be expected to stay seated and not wander around the room. I will allow you to work together on homework assignments unless you prove to me that you cannot handle the privilege.
5) The teacher will dismiss the class (not the bell). You will not be dismissed until everyone is seated in their assigned seat.
6) Only water is allowed in class. No food, candy or other drinks.

**Disclaimer:** The instructor reserves the right to change any of the policies or rules in this syllabus.

Keep this syllabus for future reference. **Parents:** Please sign, detach and return with your child.

**I have read and discussed the Intro to Physics syllabus with my child.**

Parent __________________________ Date _______________________

Student ________________ Date _______________________

If you have any questions/comments/suggestions for me that you think I should be informed of, please write them below.

Thanks, and remember to feel free to contact me with any of your concerns.

Mr. Burger