Holston Middle School 2016-2017

U.S. History

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8th Grade S.S.

**Holston Middle School**

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Welcome to 8th Grade U.S. History!

\*\*The major focus of our curriculum is the study of United States History from Colonization of North America to Reconstruction and the American West.

Instruction

* Course Description

*Eighth grade students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.*

<http://www.tennessee.gov/assets/entities/education/attachments/std_ss_gr_8.pdf>

* General Pacing:

*Student move through 10 different modules to successfully master all 8th grade S.S. state performance indicators (percent of time):*

* **Module 1:**Colonialism (15%)
* **Module 2:**A New Nation (14%)
* **Module 3:**Constitution and The American Political System (10%)
* **Module 4:**Growth of a Young Nation (5%)
* **Module 5:**United States’ Role on World Stage (3%)
* **Module 6:** Sectionalism (18%)
* **Module 7:** Slavery in America (8%)
* **Module 8:** Civil War (10%)
* **Module 9:** Reconstruction (9%)
* **Module 10:** Westward Expansion after the Civil War (8%)
* Required Materials:
* Pens/Pencils
* Colored pencils
* 5-subject spiral notebook---MUST HAVE!!!!!
* **Wish list items:** 1 ream of copy paper
* Resources:

Our textbook is *Discovering Our Past:* A History of the United States (2014 edition). McGraw-Hill is the publisher for this text. Each S.S. classroom has exactly 35 textbooks; therefore, textbooks will be kept in the classroom. The replacement cost for this textbook is $89.73, if damaged or abused.

* Primary Documents and Supporting Texts to be Read:
	+ **Module 1:** excerpts from The First Virginia Charter, 1606; The Mayflower compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from the Fundamental Orders of Connecticut, 1639; excerpts from the Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation; excerpts from *A Historie of Virginia,* (“starving time”) John Smith; excerpts from *Of Plymouth Plantation,* William Bradford
	+ **Module 2:** excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; The Declaration of Independence; excerpts from “Common Sense” and “The Crisis,” Thomas Paine; Autobiography of Benjamin Franklin
	+ **Module 3:** excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper #10 and #51; The Bill of Rights; Washington’s Farewell Address
	+ **Module 4:** excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall
	+ **Module 5:** excerpts from The Monroe Doctrine
	+ **Module 6:** excerpts from “The Declaration of Sentiments,” Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance,” Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau; *“Ain’t I A Woman,”* Sojourner Truth; excerpts from Eliza Bryan of the New Madrid Earthquakes
	+ **Module 7:** excerpts from *Uncle Tom’s Cabin,* Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; excerpts from Roger Taney’s decision in the Dred Scott case; excerpts from *The Autobiography of Frederick Douglass,* Frederick Douglass
	+ **Module 8:** excerpts from the “House Divided” speech in 1858; Gettysburg Address in 1863; The Emancipation Proclamation in 1863
	+ **Module 9:** excerpts from the 13th, 14th and 15th Amendments to the Constitution
	+ **Module 10:** *A Century of Dishonor*, Helen Hunt Jackson

* Alternative for objectionable material:

If you do not approve of a specific topic and or any of the supporting texts listed above, please make your request to me in writing and an alternative assignment will be provided. The request should include your name, your student’s name, the specific activity/materials in which you do not want your student to participate or to which you do not want him/her exposed, and the nature of your objection.

* Technology:

Holston Middle School is focused on utilizing 1:1 technology to enhance instruction. Along with this comes a dramatic shift in the classroom. Our plan and vision is to provide a **P**ersonalized **L**earning **E**nvironment. The roles of both teachers and students are changing. Instead of direct instruction 100% of the time, we are moving toward collaborative learning where teachers are facilitators and students are active learners. This allows us to enable, empower and engage **ALL** students.

Assessment & General Expectations

* Expectations:

I have high expectations for each and every student in my class. Students must be respectful, responsible and honest. Every effort will be made to provide a professional, safe and successful **P**ersonalized **L**earning **E**nvironment. Students who choose to disrupt his or her own or any other student’s learning environment will be subject to disciplinary action.

* Grades:

Grades are earned according to proficiency of materials mastered. Students are expected to earnestly complete every assignment. Grades such as quizzes, tests and projects are more heavily weighted.

Knox County Schools' grade scale is as follows:

A 93-100

B 85- 92

C 75- 84

D 70- 74

F 0- 69

\*\***HONORS:** In addition, Midterm will count for 10% of your grade.\*\*

* Attendance:

Please know that student success is dependent on students **BEi**ng present in every class, every day! Your cooperation in this matter is greatly appreciated.

* Make up Work:

Please note that if a student has missed a class it is the student’s responsibility to ask for the work that was missed! I follow the Knox County make up work policy. Check your student’s HMS handbook for details. If you know your student will be absent for several days, please notify the attendance secretary or myself so that I can compile work to be completed at home.

* Late work:

Students who do not complete assignments on time will receive a reduction in grade (Please make sure your student turns his/her work in on time!!!).

* Aspen:

Aspen is the main way of providing timely feedback. Parents and students can log in at home and view grades. If you have any questions or concerns, please email.

* Plagiarism:

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.”

It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.
* Consequences of Plagiarism:

**Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.**

* Board Policy I-431

Issued: 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted  in a factual, objective, and respectful manner in accordance with the following:

Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for  school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively;

The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non- belief in compositions, art forms, music, speech, and debate.

We are looking forward to teaching your student this year!

We cannot wait to help him/her make their 8th grade year the BEST one yet!

#holstonnation

Parent Questionnaire

Directions: Please fill out this short questionnaire and return to Mrs. Jones by Friday, August 12, 2016.

1. My child’s strengths are… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. My child’s area(s) needed to be strengthened… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. My concerns, questions, etc.… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*By signing below, I am acknowledging that I have read and understand the 8th Grade U.S. History syllabus.

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_