

This course deals with American History from the early colonial period through Reconstruction. Emphasis will be put on relating past historical facts with present day occurrences. There will be much time spent on explaining backgrounds of historical events and why they occurred in the particular time frame they did. Consideration will also be given on how the histories of other nations and people have affected the growth and development of the United States.

During the course of the year, we will cover the following areas:

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| 1) The First Americans & Exploration (Ch. 1-2) | 7) Growth & Expansion (Ch. 11) |
| 2) Colonial America (Ch. 3-4) | 8) The Jackson Era (Ch. 12) |
| 3) Independence & Revolution (Ch. 5-6) | 9) Manifest Destiny (Ch. 13) |
| 4) The US Constitution (Ch. 7-8) | 10) North & South and Reform (Ch. 14-15) |
| 5) The Federalist Era (Ch. 9) | 11) The Civil War (Ch. 16-17) |
| 6) The Jefferson Era (Ch. 10) | 12) Reconstruction Era (Ch. 18) |

American History Textbook: Appleby, Joyce, et al. *Discovering Our Past: A History of the United States Early Years*. McGraw-Hill, 2018.



Class Behavior:

Learning can be fun and exciting if students behave and act appropriately. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in this classroom:

- Classroom Rules**
1. Follow Directions
 2. Keep hands, feet and objects to yourself
 3. Be in seat with all materials when bell rings
 4. No teasing, swearing, or obscene gestures
 5. No severe behavior

Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This is accomplished through daily participation, daily assignments, chapter tests, quizzes, chapter/unit tests, & projects/presentations.

Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

Class Projects and Experiences:

Class projects and experiences are a fun way to learn class material. This allows students to have hands on experience with information being discussed. These types of class assignments are very popular within the classroom! These projects are graded on a separate basis and may be equal or count more in value than a test.

Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is www.mrsfischbach.weebly.com. Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **4snhbg5** and will also be given to students at the beginning of the course.

Lesson Plans are on Planbook.com. You will need to choose **Log In/Register**, type in my email (deanna.fischbach@k12.sd.us) & the student key: Fischbach.

Email Address

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is deanna.fischbach@k12.sd.us.

Faith Grading Scale

A+→100-98%
A→96-97%
A-→94-95%
B+→93-92%
B→89-91%
B-→87-88%
C+→84-86%
C→80-83%
C-→77-79%
D+→75-76%
D→73-74%
D-→72-70%
F→69% & below

Technology (Student Use)

Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

Extra Credit:

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

Bonus Question of the Week: This is a weekly extra credit opportunity. At the beginning of each week, a question will be written on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. This will be worth up to 9 points each quarter and added to your grade at the end of the quarter. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used you will be awarded two points for that week.

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South Dakota Standards Grade 8

American History Standards

K-12.H.1 Students will analyze how major events are chronologically connected & evaluate their impact on one another.

8.H.1.1 Describe major military battles in the American Revolution

8.H.1.2 Identify causes and effects of the War of 1812, Texas Revolution, and the Mexican American War

8.H.1.3 Understand the changing character of American political life after 1800

8.H.1.4 Explain how and why the land west of the Mississippi was acquired and settled

8.H.1.5 Describe major military battles and campaigns of the Civil War

8.H.1.6 Describe the changing federal policy toward Native Americans after the Civil War

K-12.H.2 Students will analyze & evaluate the impact of people, events, ideas & symbols upon history using multiple sources.

8.H.2.1 Construct a historical argument that acknowledges the strengths and weaknesses of Patriot and Loyalist sides

8.H.2.2 Analyze how westward expansion was motivated by economic gain and Manifest Destiny

8.H.2.3 Analyze the major sources of conflict that led to the Civil War

8.H.2.4 Associate key individuals with their roles in the Civil War

8.H.2.5 Investigate ways the Civil War changed the United States government

K-12.H.3 Students will analyze & evaluate historical events from multiple perspectives.

8.H.3.1 Compare the political and social differences between 13 separate colonies and one independent nation

8.H.3.2 Evaluate competing ideas about the purposes government should serve

8.H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process

8.H.3.4 Investigate how the abolition of slavery affected the life of African-Americans in United States' society

K-12.H.4 Students will identify & evaluate the causes & effects of past, current & potential events, issues & problems.

8.H.4.1 Analyze the sources of conflict which led to the American Revolution

8.H.4.2 Explain how the Declaration of Independence influenced the colonies

8.H.4.3 Identify economic support for the Patriots during the American Revolution

8.H.4.4 Critique the United States government under the Articles of Confederation

8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention

8.H.4.6 Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events

8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture

8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S.

8.H.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America

8.H.4.10 Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare

8.H.4.11 Draw conclusions about the political, economic and social effects of Reconstruction in the United States

K-12.H.5 Students will develop historical research skills.

8.H.5.1 Generate a compelling question & supporting questions that address the impact of conflicting points of views in U.S. government

8.H.5.2 Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant

8.H.5.3 Critique significant political primary sources and their impact on events of this time period

Civics & Government Standards

K-12.C.1 Students will explain, compare & contrast, & analyze the historical principles & philosophical purposes and various forms of governments.

8.C.1.1 Explain how European ideals of government influenced the development of the U.S. government

- 8.C.1.2 Explain how government decisions impact people, places & history
- 8.C.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, & establish order & security
- K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, The U.S. Bill of Rights, and subsequent amendments.**
- Refer to 8.H.2.2 & 8.H.2.3, as these grade-level standards include government content related to this anchor standard
- K-12.C.3 Students will explain how the Constitution organizes the government of the United States.**
- 8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution
- 8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution
- 8.C.3.3 Explain why and how the Bill of Rights and subsequent amendments were added to the Constitution
- K-12.C.4 Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise**
- 8.C.4.1 Describe the election process and the Electoral College
- 8.C.4.2 Apply the rights & responsibilities of U.S. citizens to students' lives
- 8.C.4.3 Compare & contrast methods of civic involvement
- K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence challenges & influences of the U.S. government**
- 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society & government
- 8.C.5.2 Explain the roles & influences of individuals, groups, and the media on government
- K-12.C.6 Students will describe the elements of how U.S. foreign policy is made & understand the challenges and influences of the U.S. government**
- 8.C.6.1 Identify the impact of foreign policy decisions throughout U.S. history

Economics Standards

- K-12.E.3 Students will analyze the ways government can impact the market**
- 8.E.3.1 Describe the impact of technology & industrialization on mid-1800s America
- K-12.E.4 Students will explain how different economic systems coordinate & facilitate the exchange, production, distribution, & consumption of goods & services.**
- 8.E.4.1 Describe the economic effects of Reconstruction in the United States
- 8.E.4.2 Identify economic support for America during conflicts
- 8.E.4.3 Describe how economic gain was the motivation for westward expansion

Parents/Guardians:

By signing this and sending it back to school with your child, you are signifying that you have read and understood this syllabus and the outline of the year/class. If you have any questions or concerns, please let me know.

_____ parent/guardian of _____

This is due by _____

Students: By bringing this signed form back on time you will receive 1 extra credit point!
