**![constitution_cover[1]]() ![C:\Users\V Ongsingco\AppData\Local\Microsoft\Windows\INetCache\IE\1Y2C9V1X\money-clipart71[1].jpg]() ![globe_clipart_by_marinka7-d8idv04[1]]() ![liberty-bell-clipart12[1]]() ![63257_largeship_md[1]]()**

**8th GRADE UNITED STATES HISTORY SYLLABUS**

# Ms. Ongsingco 2018-2019

**8thgradehistorylms.weebly.com**

vongsingco@ledyard.net

Welcome to eighth grade History! This syllabus contains necessary information as well as my expectations for the class. I am requesting that both students and parents **sign and return the last page** of this packet acknowledging that you have read the procedures and agree to cooperate with them.

This will be the **first homework grade for the year and is** **due Tuesday, September 4th**

Ms. Ongsingco

**Course Description**

In this United States History course, students will analyze events, documents, movements, and people that have shaped this country’s development from the Revolutionary era through Reconstruction. Inquiry based instruction and skill development are the emphasis of our revised social studies curricula and work in the service of helping students to discover rich social studies content.

**Academic Expectations**

Eighth grade students are expected to consider and investigate issues through a variety of perspectives, while using evidence from multiple sources. Students will be expected to learn to seek out resources with credibility, accurately summarize what they have read, communicate conclusions that incorporate details with relevant information and data to answer research questions posed for each theme.

**Themes**

1. The Struggle for Freedom, Equality, and Social Justice
2. The Impact of Geography on History
3. Economic Prosperity and Equity
4. Gender roles in Economic, Social, and Political Life
5. The Struggle for Unity

**Compelling Questions**

What does it mean to be an American?

How has cooperation and conflict influenced the development of the United States?

What type of relationship should exist between individuals and their government?

How has geography influenced the cultural history of America?

How have Americans dealt with unlimited wants and scarce resources?

Should liberty be limited?

How did compromise and conflict influence the rebuilding of the United States?

Why do social, political, and economic inequalities exist?

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**Units of Study**

**Pre Unit: Colonization or Colonialism? Settling the Original Thirteen Colonies**

**Unit One: *Independence and the American Revolution***

Supporting Questions

* SQ1: What experiences and perspectives led to the American Revolution?
* SQ2: What beliefs about government led colonists to risk their lives foe independence?
* SQ3: What factors, including individual roles, led to the colonists’ victory?

**Unit Two: *Federalism and the Foundation of American Government***

* SQ1: How well did the Articles of Confederation meet the needs of the new nation?
* SQ2: How did the decisions made at the Constitutional Convention affect the balance of power in the

 new nation?

* SQ3: How does the Constitution reflect the major principles of America democracy?
* SQ4: How does the Bill of Rights help government balance rights and order in the U.S. political system?

**Unit Three: *Expansionism and Westward Movement***

* SQ1: What impact did manifest destiny have on the growth and development of the United States?
* SQ2: What where the causes and effects of Indian removal policies during the 1830’s?
* SQ3: For various groups, what was life like in the newly settled areas of the West?

**Unit Four: *The Union Challenged***

* SQ1: How did geographical differences between the North and the South lead to conflict?
* SQ2: By 1860, why were the nation’s leaders unable to keep the Union together?
* SQ3: How did the Union win the Civil War?
* SQ4: To what extent was the Civil War America’s second revolution?

**Unit Five: *Reconstruction***

* SQ1: What problems did Reconstruction resolve? What problems did it fail to resolve?
* SQ2: In what ways did Reconstruction change southern society?
* SQ3: How did the Civil War and Reconstruction affect the lives of future generations of Americans?

## TEXTBOOKS

* ***Discovery Education Social Studies Techbook*** (web based).
	+ Access information will be provided after students receive Chromebooks
* ***Prentice Hall America – History of Our Nation Beginnings Through* 1877.**
	+ **Hardcopy textbooks** will be used in class. The **Online version** is to be used for selected class assignments that extend beyond class time.

**How to access the Online version textbook:**

* + Enter the URL (site address) -- [**http://www.pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com)
	+ Then, use the following information to get started in **Ms. Ongsingco's History2018** classroom:

Your child's user name: **OngsHistory**
Your child's password: **charge2018**

 **Note:** User name and password are case sensitive.

* A textbook may be borrowed from the classroom ONLY with Ms. Ongsingco’s permission. **If a hardcopy textbook is lost or damaged, the student will be billed for a replacement*.***  The replacement cost for the textbook is **$60.00**.

## SUPPLIES

* **Chromebooks (fully charged each day)**
* **A three-ring binder with a set of dividers. (Lesson objectives, Class assignments, Notes)**
* **Loose-leaf notebook paper (standard sized)**
* **Pens (blue or black ink only for written assignments),**
* **Highlighters and pencils**

## GRADING POLICY

**Grades** will be determined in the following way for each marking period.

* **Tests/Projects/Assessments 40%**

Tests/projects will be given during each unit. Material will be selected from required reading, class activities, homework and/or quizzes. If you are planning on being absent the day a test is scheduled or a project/paper is due, YOU MUST TAKE THE TEST EARLY OR HAND IN THE PROJECT/PAPER EARLY. Projects submitted late will lose 10 points per day. **No test re-takes** **available.**

Any missed tests must be made up within the week and the student must request it.

* **Quizzes 20%**

Students must make up all missed quizzes within a week and students must request it. After one week without taking the quiz, the quiz grade will become 0%. Quizzes will be both announced and “POP”. **No quiz re-takes available.**

* **Homework 20%**

All homework must be legible and neat. If handwritten, it must be readable and in **blue or black ink only.** **Homework is always posted on the board and students are responsible for recording assignments in their agendas.** All homework is designed to reinforce concepts learned in class and to stimulate students to study independently. **Late homework** **will be recorded as 0%.** Students will be given their username, passwords and detailed instructions for online textbook access (www.pearsonsuccessnet.com) by the second week of school.

* **Class assignments/Activators 15%**

Class work must be neat, on loose-leaf paper or worksheets unless otherwise noted and if handwritten, in **blue or black ink only**. Class assignments not turned in when due will earn a 0.

* **Participation 5%**

Participation grades are determined by student interactions during class discussions and activities.

**If you (student) are absent from class:**

* You are responsible for any missed assignments. It is your responsibility to check the assignment board and request materials/worksheets from the teacher.
* **If you miss class due to a planned school activity**, you are responsible for collecting/submitting assignments **before** the activity.

**Note:** No missed or late work (**due to extended absences only**) will receive credit after one week.

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**Miscellaneous Information**

* + **No extra credit or partial credit is available.**
	+ **Plagiarized or copied assignments will earn a 0% and other appropriate disciplinary consequences.**
	+ **All written work that is submitted** must be neat, in complete sentences and grammatically correct.

**CLASSROOM PROCEDURES**

1. Enter classroom quietly and sit in assigned seat
2. Record lesson objective in notebook and homework in Agenda
3. Begin activator: initiating activity
4. Wait for further instruction from the teacher
5. Teacher dismisses you at the end of class, not the bell or announcements!!!

**STUDENT RESPONSIBILITIES**

1. Come to class enthusiastic and ready to work
2. Be respectful in speech, behavior and actions
3. Bring all required materials to class each day
4. Be attentive while an activity is being explained - ask questions **after** the explanation!
5. Remain on task at all times.
6. Class discussions and debates have special instructions – at all other times voices must remain at a low volume due to the “open air” environment!

**CONSEQUENCES**

* + The Look
	+ Strike One: Warning\*
	+ Strike Two: You pay with... a lunch detention and short answer essay\*
* Strike Three: You pay with… an after school detention and parent/guardian contact\*

 \*may be documented by an office referral

**REWARDS**☺

* Surprise activities
* Contentment as a result of being a good citizen!

**DONATIONS**

* + Classroom donations are always needed and welcome! These may include pencils and boxes of tissues

**Contacting the teacher:** email address vongsingco@ledyard.net. I will answer emails within 48 hours (during the week) or earlier except during weekends and holidays.

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**8TH GRADE AMERICAN HISTORY SYLLABUS**

# Ms. Ongsingco 2018-2019

**8thgradehistorylms.weebly.com**

vongsingco@ledyard.net

I look forward to a rewarding year with all of you ☺

Please fill out the information below and turn it in by **Friday, August 31, 2018**

**\*\*This is the first homework grade of the year. \*\***

**Thank you,**

**Ms. Ongsingco**

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 Student Name (printed) Date

I have read Ms. Ongsingco’s rules and expectations and agree to cooperate with them.

I understand that if I choose to disregard a procedure or guideline, I will accept the consequences of my actions.

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 Student Signature Date

I have read Ms. Ongsingco’s guidelines and expectations and agree to support them.

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 **Parent Name (printed)** Date

**Parent Signature**

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**Telephone**

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**Email**