



Ms. Morgan Hernandez
8th Grade Social Studies
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Eighth Grade American History (Social Studies)

Instructor Planning Period for Appointments:

Tuesdays: 8:40am-9:30am

Fridays: 2:00pm-3:00pm

Text(s): Creating America: Beginnings through Reconstruction by Jesus Garcia & McDougal Littell

Course Description: The primary focus in this 8th grade social studies course is to bring students closer to the events that have shaped our nation into what we know today. During this course students will begin examining American History starting at colonization and work our way through Civil War Reconstruction. Along the journey through history in the United States students are learning about important people, places, themes, and events to help guide students' understanding of historical pasts' and make those connections to the present day.

Course Objectives: Analyze a variety of primary and secondary sources, ask compelling questions, investigate significant events and change over time, discuss ideas from multiple perspectives, share their thinking across multiple written and visual forms of communication, and practice the skills of an engaged citizen.

Course Objectives: Students will be able to:

- Identify motives for colonization.
- List the opportunities the New World provided for Europeans.
- Describe the impact of colonization from the Native American, Enslaved Africans, and Colonizer's perspectives.
- Explain the challenges Jamestown settlers faced.
- Describe how Jamestown settlers overcome challenges.
- Identify characteristics of the New England, Middle, and Southern colonies.
- Describe why the colonial regions developed differently.
- Analyze how differences in the colonial regions led to a unique regional identity.
- Describe why the actions of the British government were upsetting to some colonists.
- Recognize the perspective of a patriot, loyalist, or neutralist.
- Explain why a person would choose to be a patriot, loyalist, or neutralist.
- Describe some of the strategies used by both sides in the war.
- Explain the factors that led to an American Victory.
- Identify the motivations for writing and signing the Declaration of Independence.
- Identify the key elements of the Declaration of Independence.
- Describe the purpose of the Articles of Confederation.
- Describe the weaknesses of the Articles of Confederation.
- Describe the factors which led to the replacement of the Articles of Confederation.
- Describe the purpose of the Constitutional Convention.
- Describe the major compromises accomplished to create the Constitution.
- Explain the need for a balance of power between the federal and state government.
- Describe the basic principles of the Constitution.
- Analyze how the basic principles of the Constitution work together to create a balanced government.
- Describe how a bill becomes a law.
- Understand the differences between national, state, and shared powers.
- Describe the electoral college process by which the president is elected.
- Examine the impact of amendments on life in the United States today.
- Explain how the Industrial Revolution started.
- Examine the impact of the Industrial Revolution on various groups of society.
- Evaluate the impact of the Industrial Revolution on the expansion of slavery.
- Describe the economic and social impact of slavery.
- Create maps depicting the Louisiana Purchase and routes of the Corps of Discovery.
- Use maps to explain migration of people via trails west.
- Create maps to show the effect of Manifest Destiny on the expansion of the United States' changing relationship with others (neighboring countries, Native Americans, etc).
- Explain the causes, methods, and outcomes of women's rights, abolition, education, and asylum reforms.
- Research a contemporary issue in need of reform and make a connection to a historical reform movement.
- Describe the political, social, and economic cause of the Civil War.

- Describe how the political, social, and economic differences of the North and South led to different approaches to war.
- Describe the consequences of the Civil War and how the nation moves forward economically, politically and socially.

The objectives are defined by the Missouri State Standards centered on the Common Core State Standards.

Assignments: The assignments consist of a daily Do Now, classwork, participation, exit slips, homework, independent reading, and other activities. Class work is expected to be completed on a daily basis, unless otherwise stated. Guidelines must be followed when an assignment is accompanied by a scoring guide.

Exams/Tests/ Quizzes: Assessments will be given throughout each term. It is important for students to come on time daily prepared to complete all assignments to the best of his or her ability. By keeping up with assignments, students will be prepared for any assessment given.

Grading Criteria: Compton-Drew ILC uses a whole school policy consisting of the items listed below:

Class work	35%	Grading Scale:	100-90%	A
Class participation	15%		89 -80%	B
Homework	20%		79-70%	C
Tests	15%		69-60%	D
Projects	15%		59% below	F

Course Requirements:

Required reading texts (see texts listed above)

Attendance Policy: All students are expected to attend school daily and to be on time to class as outlined in the Compton-Drew Student and Parent Handbook.

Homework Policy: Homework is due on the due date, which is the following day unless otherwise noted. Late work will be accepted by Friday of the week assigned, with points deducted. Work is late when it is not turned in on the due date and time. Students are expected to adhere to the SLPS District policy regarding homework, which is as follows:

It is the policy of the St. Louis Public Schools that the teachers regularly assign homework that enhances the educational development of students. Each family is asked to set aside approximately ninety minutes (90) each evening for academic excellence. At the middle school level, at least twenty minutes per core subject should be allotted for homework each evening. Also, please remember our belief is that *Reading Is the Key That Opens the Doors to Success*. Daily reading is required for all students.

Make-Up Work Policy: In the event of an absence, it is the responsibility of the student to secure all missing assignments within two (2) days and return them within the time frame given by the teacher. For long-term illnesses (2 days or more) parents are required to contact the Main Office at 314-652-9282 and arrange to pick up their child's homework assignments.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines provided by the teacher. This means that any

substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant school policies concerning plagiarism. Any documented cases of plagiarism can and will result in a failing grade.

Classroom Routines & Procedures

Bring to class daily:

- **IPad, fully charged each day with the charging cord**
- **Sharpened pencils**
- **Textbook or workbook**
- **Assigned novel**
- **ELA notebook**
- **Composition book (remains in class)**
- **Independent novel student is reading**

1. **Entering the classroom** – Enter silently and politely. Immediately sit down and begin the Do Now. Be sure to have all necessary items for class. Students will not be allowed to go to their lockers during class time.
2. **Exiting the classroom**- When given directions, stand up quietly; push in your chair; take all necessary items; line up without touching others or talking; silently face the front of the line; watch where you are going; throw away trash as you exit; remain in the line with your class section until entering your next class. The hall is a quiet area.
3. **Leaving the room** – Get permission before leaving the room for any reason. If a student needs to leave the classroom, they will receive an assigned hall pass.
4. **Leaving your seat** – You must raise your hand for permission before leaving your seat. I will allow to leave your seat as long as it is not disruptive to the class.
5. **Tardiness** – You are late to class if you are not in line when the class enters the classroom. Excessive tardiness will result in a referral.
6. **Absences** – It is your responsibility to make up any assignments in a timely manner. All missing work can be found in the designated homework area. Check with me for assignments the last ten minutes of class.
7. **Cell Phones/Electronic Devices**-Per district policy, cell phones **are not permitted** in the building. If seen in class, phones may be confiscated and returned by the administration on Fridays.
8. **Obtaining help with assignments** – Raise your hand to get help from me. If you are working with a group, quietly ask them for help in understanding how you do the assignment before asking me. Keep voices at a 'one' in volume in groups. Independent work is done at zero.

9. **Handing in finished work/homework** – Check to make sure your name is on your paper and then place the work in your appropriate class basket. I will not accept any work that is left on my desk or in any other area of the classroom.
10. **Restroom** - Restroom breaks are before school, before related arts (Period 2), and during lunch. Students may not leave the room the first and last ten minutes of class.
11. **Using the classroom library** - When you complete your classwork, you may read silently. I will allow students to check out books from our class library through our classroom library app. They must return the books within 2 weeks and will be held responsible for lost / damaged books. Students will be allowed to read in the reading area of the classroom. This area is a **privilege** and will be used only with permission. Students will be given permission when they have completed ALL work, including any late or missing work. There is no eating or drinking in this area. The reading area is limited to 2 students at a time.
12. **Fire drill/ Other drills** - Stop everything; stand up and assemble in a line at the door quickly with the teacher, but without running or pushing to exit the building; do not cover your ears; do not make any side trips; wait patiently, calmly, and quietly in your designated area in line outside until we are allowed to go inside; remain with your group while waiting.