**Welcome to Mr. Bucholtz’ Eighth Grade US History Class**

**Contact Information:**

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**Class Description for US History:**

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction.

**Teacher Objectives:**

During the 2012-2013 school year, students will use these themes as a basis for understanding the history of the United States to gain a better appreciation of our cultural and political differences. There will also be an emphasis on current events and their significance in our lives today and in the future.

**Grade 8 Curriculum**:

In 8th grade, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students analyze the various economic factors and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic.

**Course Outline: The following will be the focus for each unit:**

Unit One: European Exploration Political

Unit Two: Colonial Period Social

Unit Three: Revolutionary War Economic

Unit Four: New Republic Religious

Unit Five: Westward Expansion

Unit Six: Civil War and Reconstruction

**Classroom Activities**:

A wide variety of learning strategies will be used to meet the needs of the students. Independent research, map study skills, analyzing historical documents, cooperative learning groups, evaluating and analyzing historical events, debating current and past issues, as well as interpreting maps and charts are among the strategies that we will use in US History.

**Grading Policies and Procedures:**

100-90%=A 79-70%=C

89-80%=B 69-60%=D

**NOTE:** Below 60% is a failing grade. Parents, guardians, and students will be notified of missing assignments and failing grades via the School of Science and Technology’s grading database.

**Six Weeks Grading**

Classwork/Homework 20% Projects 20% Six Weeks Test 20%

Participation/ Current Events 20% Quizzes 20%

**Class Participation:**

All students are expected to participate in class/group discussions, have needed materials, listen and respect teacher and peers.

**Assignments:**

1. **Class Assignments:**

Unless they are out ill, have a family emergency, or have a performance or field trip, students should turn in all assignments on time. Students who are in class and do not use time wisely will not be allowed to make up class assignments.

**B. Homework Assignments:**

Students are allowed a one-day grade period to turn in assignments, however, 10 points will be taken off of their grade.

\*Students with excused absences will receive extra time to make up missed work. It is the student’s responsibility to see me about make-up work.

**Required Materials:**

1. Three-ring binder (1”, 1.5 “ or 2”) dedicated to US History
2. Notebook paper and pencils
3. Highlighting pen – color of your own choosing as long as you can read through it
4. Dictionary for home use
5. Access to the Internet for research, current events, and maps.

**Recommended, but not required materials:**

1. Scissors (I have some, but students have to take turns using them)

2. Glue or glue stick

3. A box of Kleenex, glue, scissors or magic markers to donate to the class.

4. Thesaurus and world atlas for home use (You may also rely on internet sources)

Classroom Behavior Expectations

Class Rules

1-Be Respectful (self, others, property)

2-Be Prompt (be on time to class)

3-Be Prepared (bring book, notebook, pencil to every class)

4-Be Proactive (come to class ready to learn & ready to work)

Consequences to Redirect Negative Behavior

1. Students will receive a verbal warning and their name on the board.
2. Student will be asked to exit the room to discuss the DPS points they’ve earned for that day. If a student earns DPS points in my class, then they can only be taken away if they earn PRS points from me. They cannot earn PRS points from another teacher to cancel out the DPS points they’ve earned in my class.\*DPS=negative; PRS=positive\*
3. Student’s parent will be called on the spot/ or afterschool to discuss student behavior. Parents will be notified of the behavior, and the steps that were taken to correct the behavior prior to receiving a phone call. This is the last opportunity for students to self-correct their behavior before earning an office referral.
4. Student will be written up and referred to the Dean of Discipline. The Dean of Discipline will reference my classroom behavior plan before proceeding with the Administrative discipline that has been previously established. Students should never need to be sent to the principal to control behavior. They are given several opportunities to correct their behavior in the classroom.

Consequences to Reinforce Positive Behavior

1. Verbal Praise / Positive Comment posted to database.

2. Note Home to Parent/Guardian. Phone Call to Parent.

3. Homework Pass

**Behavior Policies**

1. Be in your seat, ready to learn at assigned time.
2. Students who are repeatedly tardy will be penalized on their grade that is given at the end of each grading period.
3. No food or drinks, only water is allowed in the classroom.
4. Electronic devices are only used when permission is granted for maps, vocabulary, current events, and research.

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|  | Please sign and return this portion verifying that you and your parents or guardians have read and understood the guidelines for US History, which are based on the Texas Department of Education Standards.  Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_  Parents’ or guardians’ signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_  I am looking forward to a productive and successful school year as you continue to learn and understand our now global community  Please Return the signed copy to Mr. Bucholtz by August 27th for 10 points. |  |