**8th Grade U.S. History**

**Course Syllabus**

**Mr. Hurd**

*(765) 825-1139 ext. 216*

churd@fayette.k12.in.us

**Book: Discovering Our Past- A History of the United States- Early Years**

**CLASS DESCRIPTION:**

***United States History – Growth and Development***

*In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements and the Civil War through Reconstruction.*

***GOALS OF THIS COURSE:***

*Indiana’s K-8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are outlined below. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society, and Culture will be integrated throughout.*

**Standard 1 – History**

Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and the Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

**Standard 2- Civics and Government**

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

**Standard 3 – Geography**

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

**Standard 4 – Economics**

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of the Reconstruction.

***REQUIREMENTS:***

**All students must participate in classroom discussion and activities. A notebook must be maintained with daily warm up (bell work) assignments. This notebook will be counted as a large portion of the classroom grade. Notes, class work, homework and projects should be completed and submitted on time. Missed tests, class work and homework assignments as well as notes given in class are the responsibility of the student and must be made up in a timely manner.**

***GRADES:***

**Grades are a combination of classroom participation and behavior; warm up notebook; activities, projects, homework, reading reactions, and test scores. The following grade scale listed in your handbook will be strictly adhered to:**

 **100-99 A+**

 **98-92 A**

 **91-90 A-**

 **89-88 B+**

 **87-82 B**

 **81-80 B-**

 **79-78 C+**

 **77-72 C**

 **71-70 C-**

 **69-68 D+**

 **67-62 D**

 **61-60 D-**

 **59-0 F**

***BEHAVIOR:***

**All students will be expected to comply with the Connersville Middle School Handbook; Diamonds Team Rules; and Mr. Hurd’s Classroom Procedures with an emphasis on:**

***BE RESPECTFUL***

***BE RESPONSIBLE***

***BE READY TO LEARN.***

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