

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

### **2022-2023 Syllabus**

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#### **Course Description:**

The 8th grade course in social studies is American History. We will examine the cause and effect of historical events beginning with the Columbian Exchange and continuing through history for as long as the school year permits. The students will also acquire knowledge and an understanding of civics, the purpose, structure and function of government and the role we play as citizens of the United States.

**Required Materials:** An 8 1/2 in. X 11 in. notebook, a glue stick, an agenda, colored pencils and a navy blue or black pen. No pencils.

#### **Course Goals and Objectives:**

The goal of the course is to help students understand and appreciate the legacy of our republic, our Catholic faith in that republic and to develop analytical skills needed to participate responsibly in our democracy. A second goal is to plant an excitement in students about the relevance of the past and to envision a better more faith filled future.

#### **Course Policy and Expectations:**

Each day students will come to class prepared: the history notebook, the agenda and a pen. Each class will begin with a prayer to remind us that we share a history and a destiny with all mankind. Everything we do in class will be on the board along with the week's homework. Every Monday, all this information will be entered into the agenda. Although homework will not be assigned every day, when it is, it is expected to be done completely, neatly and on time. Basic grammar rules are expected to be used (i.e. proper nouns take capital letters.)

Instructions will include reading and discussing the information in our History book, worksheets to reinforce understanding of the material, videos with questions, group work and review games before assessments. We will do some writing in our notebooks (i.e. notes, arguments, position essays, debates etc.) and essay questions as part of quizzes and tests.

Students are encouraged to share knowledge and ideas. We have one rule: we must respect

each other. We listen when someone is speaking and we wait to be acknowledged before we speak. Students are also encouraged to seek extra help if there is something they do not understand. Making an appointment to stay after school to go over the material and discuss study strategies might be helpful.

**Learning Standards and Competencies:**

The specific standards and competencies for the 8th grade curriculum are based on those found for U.S. History at [education.nh.gov](http://education.nh.gov).

<b>Units at a Glance</b>
Dates are not included as part of the syllabus as it is very difficult to calculate the pace of teaching and learning. We may not get to all units. Quizzes, tests and occasionally projects will be given within the units, and a test will be given at the end of each unit.
Unit 1: The Columbian Exchange Unit 2: Colonial America Unit 3: The American Revolution
Unit 4: The Constitution and Civics Unit 5: The Primary Process (for 2024) Unit 6: The Civil War
Unit 7: Becoming a World Power, WWI Unit 8: WWII and the Holocaust Unit 9: The Korean War, the Col
Unit 10: Civil Rights Unit 11: The Vietnam War Unit 12: Recent History

**Resources:**

*Columbus and the Age of Discovery* by the Smithsonian Institute

*American Nation* by Prentice Hall

*Junior Scholastic* magazine

*Junior Scholastic Kid's Discover* magazine

History videos

**Assessment:**

Everything is graded. Parents can see all their student's grades in their history notebook and on the parent portal on RenWeb. All quizzes and tests are returned the next day when possible, and glued into the notebook. Projects may take a little more time. A project paper with a grade and comments will be glued in the notebook. Parents will always know how a student stands in the class and will have the work to see what errors the student may have made on an assessment.

All homework is graded 1 to 10. A student does not have to get all the answers correct to get a score of 10. All homework will be reviewed to be sure all incorrect answers are revised and may now be used as a study sheet for future assessments. The homework needs to show effort, an attempt made to do it right, is neat and on time. Students will lose half credit if the homework is late (the next day) and will receive no credit if late in the third and fourth quarter. Special circumstances will be taken into consideration.

Assessments will be given throughout the quarter to evaluate progress of student learning and to demonstrate content understanding. Occasional projects may be used to demonstrate student application of learning concepts and skill development. Grading will be based on the total number of points for all the assessments. The grading scale for the school may be found in the handbook at 3.3.

When a student is absent, it is his/her responsibility to check Google Classroom and contact peers to determine what they missed. If a student is late to school and misses a quiz/test it is expected that he/she will take it during lunch or after school. After an absence a student will have 2 days to make up the work missed. If there are extenuating circumstances the student should speak to me to request reasonable alternative arrangements.

If a student would like to get extra help, he/she should ask to schedule a time to work together. If a student is struggling to understand a concept he/she is strongly encouraged to meet before he/she receives a low grade on a quiz or test.

Parents are encouraged to talk history at home, asking questions about what was discussed in class that day. The student is given a history book to keep at home. Parents are welcome to “follow along” throughout the year and to look at the history notebook often. Parents are also invited to check the agenda to see what is happening in the coming week.

Any questions or concerns, please feel free to contact Ms. Martineau.