

EIGHTH GRADE UNITED STATES HISTORY

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Text:

The American Nation: Beginnings Through 1877. Prentice Hall, 2000

Course Description:

Students will focus on the history of the U.S. from the drafting of the Constitution through Reconstruction and Industrialization (1776-1898). The historical context will be supported by content that integrates geography, economics, civics and government. A brief review at the beginning of the year will help students draw upon their prior knowledge from 5th grade social studies. Students will study the creation of the United States Constitution, Westward Expansion, the Civil War and Reconstruction, and Industrialism.

Required Materials:

Spiral Notebook (required for writing and journal activities)
Writing Utensils (pencil, blue or black pen, and a highlighter)
Folder (pocket or 3-ring binders will work)
Agenda (provided by DeWitt Junior High)

Classroom Expectations: DeWitt Junior High School uses the acronym R.O.A.R. to guide positive behavior expectations.

R: Respect Each Other

O: Own It (referring to the importance of taking ownership of your own learning)

A: Act Responsibly

R: Reach for Excellence

Evaluation:

Students will be assessed on learning targets that are created from state and national standards for social studies. 100% of a student's grade will come from scores on summative assessments. Examples of summative assessments include: written tests, projects, essays, presentations, and exams. The work habits of students will be monitored during the school year. Categories of work habits include: work completion, involvement, collaboration, and behavior.

Zeros: Missing assignments will be marked as incomplete. Incomplete assignments will significantly impact the work completion score in the work habits rubric. Failure to complete assignments will lead to a referral to PAWS, which is the afterschool homework program for DeWitt Junior High.

Homework: Homework will be necessary at times during this course. If an assignment requires completion outside of the regular class period, the expectation is that the work is too important to remain incomplete. Unfinished homework will result in a referral to PAWS.

Cheating: Cheating will be handled in accordance to the DeWitt Junior High Handbook. If the cheating takes place on a summative assessment, the student will be required to complete that test in a different format outside of regularly scheduled class time.

Extra Credit: There will be no extra credit in this class.

Retake Options: Students may retake any summative assessment with the exception of a final exam. The retake process is described below

- Students only need to retake the learning targets on which they struggled
- The retake will not be the same format as the original assessment
- Students must provide evidence of preparation and learning prior to retaking an assessment
- It is the responsibility of the **student** to schedule a retake. Parents/Guardians are encouraged to communicate with the teacher regarding an assessment but the student must take the initiative in scheduling the date and time of the retake.
- Once a student receives a graded assessment, they will have five class periods to schedule and complete a retake. After that five day period, the summative assessment grades become permanent.

4.0 Rubric: Each learning target of each unit is scored on a four point scale. Below are the definitions of each score.

4.0= Advanced: The student consistently demonstrates understanding beyond grade level expectation for this learning target.

3.0= Proficient: The student consistently demonstrates independent, grade-level understanding of the learning target.

2.0= Basic: The student inconsistently or incompletely demonstrates grade-level understanding of the learning target when working independently.

1.0= Needs Assistance: The student is unable to demonstrate independent understanding and use of concepts. However, when assistance is provided, partial proficiency is demonstrated.

0= Lack of Comprehension: The student fails to demonstrate any understanding or demonstrates a severe misunderstanding of the standard.

