



Tefft Middle School
Home of the Trojans!

U.S. History - Grade 8
2024-2025 Syllabus
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A Tefft Student...

- ❖ Is Always Prepared
- ❖ Sets Goals
- ❖ Respects Self, Others & School
- ❖ Is Always Improving
- ❖ Keeps Data
- ❖ Gets Results

Learn Like a Champion!
Battle for Success!
Accept Nothing Less!

Course Name & Description

This American History course is a survey of American history beginning in the 1450 with the Colonization of the Americas and ending in 1865 with the Civil War. This course is designed to help students understand how and why particular events and patterns of events occurred in our society. The purpose of this course is to provide students with an historical background of the 21st Century. This survey course will enable students to understand the geographic, political and economic developments that affect current events

Classroom Expectations

- Act according to our Tefft motto: Respect Yourself, Respect Others and Respect Your School!
- Wear Student ID at all times in the building. If you do not have an ID, you will be sent to the main office to obtain one.
- Check email and online resources
- Be seated in assigned seat when bell rings.
- Begin bell ringer immediately
- Arrive prepared with all materials, including homework, fully charged device, pencil/pen
- Raise hand to ask or answer questions
- Show respect to classmates and teachers
- Get dismissed by teachers, not the bell
- Cell phone must be turned off and stored in locker during school day OR placed in district provided pocket chart.
- No gum in school
- Food or candy allowed in class only with teacher permission

Required Daily Supplies/Course Materials, Including Texts

- Charged Chromebook & Charger
- Online Textbook: McGraw Hill: Discovering Our Past: A History of the United States Early Years
- 1 two-pocket folder
- 1-subject notebook (Find one with a fun, interesting and school-appropriate cover!)
- pencils / highlighters / blue, black, red pens
- crayons or colored pencils

Attendance

The biggest key to success is attendance. Please ensure that your child attends each and every school day unless he or she is ill. Time off for vacations or travelling sports teams are marked as unexcused absences. All work must be made up. Contact the school each time your child is absent, and provide advance notice to teachers whenever possible for unexcused absences. Note: All students are assigned a seat for class. These seats can be fluid at the discretion of the teacher. Students may be moved to another seat with or without a reason.

Late Work Policy

Late work will be accepted until the end of the chapter or unit.

- All work must be turned in on the due date. If the work is not turned in, students will be required to make alternative arrangements to see that the work is completed.
- If a student is absent, their work must be completed immediately upon returning from absence. (For every day of excused absence, the student will receive one day to makeup work.) It is always the student's responsibility to ask for the missing notes and assignments.
- If the assignment is not completed, a zero will be given to reflect no evidence of proficiency.
- **Late work will be given the lowest priority by the teacher and will be reviewed when all other on-time assignments for all students are reviewed.**

Attendance/Tardy Policy

The middle schools in District U-46 are committed to the philosophy that every student should attend all of his or her classes every day. Regular attendance and promptness are expected in all classes and are essentials of good performance of any job. For tardy and truancy consequences please see the Handbook. **Furthermore, the responsibility for missed work rests with the absent student. The student must make arrangements with the classroom teacher for missed assignments and class work.** In order to maintain a safe and secure learning environment, all tardy students must present a "student pass" from the previous period teacher or administrator.

Electronic Device Policy

Electronic devices, cellular telephones, and media devices may not be visible, activated or used during the regular school day. Teachers may elect to allow use of devices for educational purposes in certain instances, however, because all students have been provided an electronic device by the school district, personal devices will not be used in the classroom. If a student is caught with their cell phone in use during class time, the cell phone will be turned in to the main office. Please refer to the recent communication regarding cell phones from the Executive Director of the Middle School Network. See the Student Handbook for more information. ***Additional communication from School District U-46 Executive Director of Middle School Network at the end of the syllabus.***

***** NOTE *****

"We are purchasing cell phone holders for every secondary classroom. Now that all 5th through 12 graders will have Chromebooks, I see no reason why studnets should be on their cell phones during instructional time." "Now that we are 1:1 deceives in grades 5 through 12, students are to store their personal devices in their backpacks or a pocket folder during class time." - School District U-46 Superintendent Tony Sanders, May 2019 –

If a student is seen with their cell phone during class time, the cell phone will be placed in the pocket phone holders purchased by School District U-46 for the remainder of the period (i.e. Monday). If on a separate occasion the student is seen with their cell phone, it will be held for the remainder of the day (i.e. Tuesday). If on a third occasion the student is seen with their cell phone after both instances, the cell phone will be turned in to the office and await parents to pick it up (i.e. Thursday).

Pandemic Mask Safety Policy

At this point in time masks are NOT required. However, please be conscious of the fact that we have found students to be wearing masks not as a way to stay safe from potential viral infection, but rather many have admitted that using the masks helps them hide in the background. Please have a conversation with your student about your parental expectations regarding masks.

Reassessment Policy

Students are expected to provide evidence of preparation for the *Summative Assessment* and make a genuine attempt to complete *Summative Assessments*. Students will have the opportunity to complete one retake per Summative Unit Assessment. **NOTE: Students may be asked to complete additional coursework in addition to the required formative work before a retake is available.** This is to ensure that the student has gained the knowledge necessary for being successful in the retake. Students should be reminded that they cannot do the same thing over and over again, and expect different results.

- **District Summative Policy:** “Students have one reassessment attempt for each summative assessment and it must be completed before the end of the next unit.”
- **District Formative Policy:** “Each formative assessment can be reassessed once within the unit but not after the end of the unit summative.”
- **District Intentional Practice Policy:** “Intentional practice work is not reassessed...”
- The opportunity for retakes will only be provided M-F, during the hours of 7:50 am – 8:50 am, and must be scheduled with the teacher.

American Disabilities Act

Any student requiring special conditions, modifications of assignments, etc. due to learning disabilities, health related issues, etc. will receive services as documented through the IEP or 504 processes. Any special concerns should be brought to the instructor, counselor or case manager’s attention as needed.

U-46 Academic Dishonesty/Plagiarism Policy

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one’s own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

Viewing Grades

All teachers use the online gradebook, Infinite Campus. You and your child should be monitoring your child's progress frequently. You can access grade book through the Infinite Campus Portal icon on the right side of the u-46 website. Instructions for logging on can be found in the Handbook.

District Grading Policy

At all U-46 middle and high schools, we use fair and equitable grading practices that are based on student achievement and aligned to state and national standards.

- ***Summatives*** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—such as the end of a project, unit, course, semester, program, etc.
- ***Formatives*** are used throughout the course to track student progress and growth. Formative feedback will be given consistently in the following areas: exit tickets, in class assignments, quizzes, etc.
- ***Intentional Practice*** is classwork that supports students in learning the content.

District Grading Percentages

“Final grades posted to a report card will be calculated with the following weights”

- 70% Summative Assessment Scores
- 20% Formative Assessment Scores
- 10% Intentional Practice Scores

Extra Credit Policy

Extra Credit will not be offered. Student grades will be based on mastery of the standards set forth by Curriculum Teams and the Common Core Standards.

Standards Based Grading Explanation:

- 4 - Mastery:** Tasks or the target of instruction allow students to apply their knowledge and skills to new or related scenarios. A mark of 4 indicates not only evidence of application and analysis but also includes synthesis and evaluation.
- 3 - Proficient:** Tasks or the target of instruction consist of complex knowledge, skills, application, and analysis.
- 2 - Basic:** Tasks are basic recall and simple skills which include knowledge and comprehension.
- 1 - Below Basic:** There is some evidence of emerging simple skills, gaps in knowledge and unreliable comprehension skills.
- 0 - No Evidence:** There is no evidence of learning including missing work and incomplete work.

Course Units/Pacing Guide

| Unit | Approximate Number of Days |
|---|----------------------------|
| <u>Unit 1 - Review of Exploration and Discovery of North America:</u> students will review the era of European exploration and the beginnings of European settlement in North and South America. | 10-15 |
| <u>Unit 2 - Colonization of North America:</u> students will learn about the colonies of North America, and analyze the factors that contributed to their success from different perspectives. They will also look at the long-term effects of the events of the colonial era. | 10-15 |
| <u>Unit 3 - Road to Revolution:</u> students will learn about the events leading up to the Revolutionary War, examine these events from multiple perspectives, and evaluate the effectiveness of British and colonial methods for resolving their differences. | 15-20 |
| <u>Unit 4 - Revolution:</u> students will focus on the significance of the Declaration of Independence during the Revolutionary era and its enduring role in history. Students will examine the events of the Revolutionary War and analyze the factors that lead to United States independence from Britain. | 15-20 |
| <u>Unit 5 - Political Structure and Development:</u> students will analyze the US Constitution. They will examine the rights granted to U.S. citizens and how interpretation of the Constitution has changed and remained the same over time. | 15-20 |
| <u>Unit 6 - Westward Expansion:</u> students will learn about the westward expansion of the United States, and will examine the causes and effects of expansion through multiple perspectives. | 15-20 |
| <u>Unit 7 - Pre-Civil War:</u> students will learn about the social, economic and political climate in the United States leading up to the Civil War, and examine how factors that had been building over time came together to bring the country to war. | 10-15 |
| <u>Unit 8 - Civil War:</u> students will learn about how events building over time led to secession of the Southern states and the Civil War. Students will examine the events of the war and the long-term impact of its conclusion. | 15-20 |