



United States History & Geography 8th Grade Growth and Conflict

New World through Industrial Revolution/WWI

1500 C.E.—1920 C.E.

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Social Sciences

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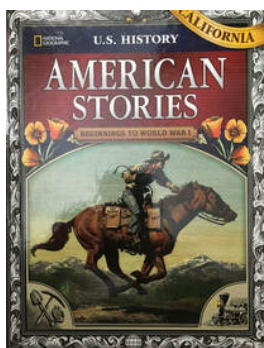
humanitiesforwisdom.org

“History as a disciplined enquiry aims to sustain the widest possible definition of memory, and to make the process of recall as accurate as possible, so that our knowledge of the past is not confined to what is immediately relevant.”

[John Tosh. *The Pursuit of History*. Fifth Edition, p.2]

Class Description:

Students in United States history class consider and decide over conflicting American views on the Constitution to continue our democracy. Life-long learners need to gain knowledge of the encompassing complicated American history and society to ensure, and continue, the best government that the world has invented in response to old-world tyranny. History opens students to the past



record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. Students need to study the accounts of when and how people confront problems, recording the consequences that have followed the various choices of individuals and society.

In order to understand the present day students must know the past. That past may show us where we need to go next. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each, while also recognizing the uniqueness of the historical time they are living in. The United States was founded on diametric ideas. Students need to know current issues that affect them, in order to react to new political events, participate appropriately, and then confidently make decisions for change. Only if we teach students how to critically think can they make good decisions.

However, as society becomes seemingly evermore divided, finding common ground is easier when people understand history's consequences. Several areas of importance critical to continuing our American experiment arise through in-depth study of the Constitution, cultural origins, the tradition of loyal opposition, and mechanisms of compromise, voter participation, and struggles for liberty and sovereignty. After the Revolution, it was unclear if America would stay together with such diverse geographical, economic, and cultural differences and interests.

Liberal arts: originally the ...

Our Constitution produced a somewhat peaceful resolution to religious and political conflicts. Convention delegates in Philadelphia were from an aristocratic affluent class; other founders were farmers who had come back from war in debt. The Constitution is still trying to bring all levels of society under one just, legal umbrella. America's Constitution and civic life empowers students to see that voting and participation are important. [*Civitas*] Madison wanted to stop powerful interests or inappropriate factions from controlling government. His vision was to compose a Constitution that would ensure that the majority can never reign over the few, nor that the few reign over the many.

In 1791, Madison—persuaded by Patrick Henry—protected individuals further by amending the Constitution, adding the *Bill of Rights*. Historian Garry Wills quoted Madison's support for liberty with: "Amendments, if pursued with proper moderation... may serve the double purpose of...providing additional safeguards in favor of liberty." Students learn that while we can disagree politically, we do so without violence, and that governments can transition without a *coup d'état*. Students need to see that individual protections, participation, and voting that are pivotal to the foundation of our America. Consequently, if students know that these Constitutional protections exist they might continually participate in American Democracy. Learning American issues in historical

context help students face everyday problems with their families, and motivate them to become active participants. America was created for a better civilization in the hands of the people, for the people, and by the people. The government that governs best is a government that has a citizenry that is enlightened, understands natural law, equality, inalienable rights, Aristotle’s virtue of participation, the Greek concept of everyone paying their fair share for the safety and security of the state, and American exceptionalism to maintain the Modern United States of America.

Areas of inquiry:

The First Americans	Creating the Constitution, The Constitution: A More Perfect Union	Life in the West	The Reconstruction Era
European Exploration and Settlement	The Bill of Rights	Mexicano Contributions to the Southwest	Tensions in the West
The English Colonies in North America	Political Developments in the Early Republic	An Era of Reform	The Rise of Industry
Life in the Colonies	Foreign Affairs in the Young Nation	The Worlds of North and South	The Great Wave of Immigration
Toward Independence	A Growing Sense of Nationhood	African Americans in the Mid-1800s	The Progressive Era
The Declaration of Independence	Andrew Jackson and the Growth of American Democracy	A Dividing Nation	The United States Becomes a World Power Linking Past to Present
The American Revolution	Manifest Destiny and the Growing Nation	The Civil War -a.k.a-The War of Rebellion	End of course-may cite links to 10 & 11th grade classes

Guided questions for inquiry:

These will be the questions that we will focus on during the course and they will not be the only questions we ask. When we work on the standards based content you will begin to see what we mean by becoming a Historian. Again always ask for help.

Commonplace Book

Not only will our class have website, we will also keep a class commonplace book. This is a place for key learnings or insights that we have learned and found from our studies. At times with google classroom, we may ask you to write your wisdom down to be added to the book for the entire class. Mr. Culbertson may place your comments in the book too. The ways in which we understand the class together will be important. So be on the look out for requests by me or other students for your perspectives.

Class Grade Policy:

20 Assessments:
Tests, Quizzes, exit cards, Performance/summative/ culminating Assessments, surveys
Rubrics 0-4

50 Standards Based:
Essays, Projects, Processing Assignments, notebook with *interactions*, socratic seminar, Adapting Sequencing Strategies, etc.
Rubrics 0-4

20 Foundation Work:
Historiography, Guided Readings, Research, Documentaries, Geography, timelines, waybacks, Project drafts, Review Guides, Khan Academy, Brain pop, Nearpod, Prezi Station Rotations, etc. Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations
Feedback given on this work with Single score Rubric 0-1

10 Scholarship academic study or achievement; learning at a high level-see rubric below

Rubric 0-4
Curiosity, Empathy, Honesty, Presence, Perseverance

Curiosity as evidenced by: asking questions that reflect completed reading assignments seeking out and sharing readings, links, events related to the history we study listening to classmates and connecting, questioning, or reflecting on what they say

Empathy as evidenced by: assignments that examine issues from a variety of perspectives identifying one’s own underlying implicit or explicit biases use of inclusive language and respectful dialogue listening to classmates and connecting, questioning, or reflecting on what they say teaching other students learned ideas and thinking structures, digital citizenship

Honesty as evidenced by: original assignments with credit given to sources and collaborators, whether in history or other subjects

Presence as evidenced by: Working on assigned history tasks, If finished with assigned tasks, furthering study of history by reading ahead or other sources listening to classmates and connecting, questioning, or reflecting on what they say

Scholarship rubric

	I constantly [4]	I often [3]	I sometimes [2]	I rarely [1]
Class participation I am a thoughtful, inquisitive member of the classroom community	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others	Listen to all contributions, contribute positively, collaborate actively, ask questions that help myself and others
Appropriate conduct my behaviors allow me and others to learn constantly	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship	Use appropriate volume and tone, respect all people space and properly, allow all others to participate think and learn, demonstrate positive relationships and citizenship
Time maximization my time and energy are spent on learning	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time	Come to class on time and with all required materials, start my work immediately and without reminders, use given time for work and learning, complete assignments and submit them on time

We will have rubrics that the class will learn and use throughout the year for your grades. **Examples of soft skills**¹: working collaboratively with peers, time management,

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Homework	daily	daily	daily	daily	daily
Classwork	optional	optional	optional	optional	optional
Write-up	Muddiest point	Exit Card	Annotation	choice	choice

project planning and implementation, making good decisions, completing responsibilities meeting deadlines, negotiating conflict, consistent attendance and punctuality, taking pride in one's work problem-solving, thinking creatively perseverance or grit, advocacy asking questions, completing paperwork, making good decisions, listening to directions, showing respect towards adults and peers, etc.²

Agendas

Students will use the agenda everyday. On Fridays those are checked. A special write up is to be entered into the agenda everyday. Each day of the week has a different topic. Points are given for completion and initialed by parents/guardians. This is really easy points.

AVID Write Path: History/Social Science interactive Teaching and Learning skills will be used for interactions to deepen student comprehension.

Late Work

Students with excused absences will have ample opportunity to complete their missed assignments. Students who wish to finish incomplete or missing assignments may do so only 7 days after due date

Developing Citizenship Skills

- Gathering, Analyzing, and Assessing Information
- Researching and Communicating Positions
- Understanding and Respecting Diverse Points of View
- Influencing Policy by Engaging with Public Officials
- Working Cooperatively to Take Action in the Community


¹ Schneider, Jack, Joe Feldman, and Dan French. "The Best of Both Worlds." The Phi Delta Kappan 98, no. 3 (2016): 60-67. Accessed July 21, 2020. www.jstor.org/stable/24893580

² Cimanec, Karen Mauck. Journal of Educational Measurement 38, no. 2 (2001): 188-90. Accessed July 21, 2020. www.jstor.org/stable/1435262

Classroom Rules

1. At all times people will respect each other.
2. Tardies are marked when you are not in your chosen seat, or talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an F grade will be given for that assignment.
6. When class is missed it is the student's responsibility to request for work.
7. Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time. This should include wearing masks for safety.

Face Coverings & PPE



Masks reduce airborne transmission
Infectious aerosol particles can be released during breathing and speaking by asymptomatic infected individuals. No masking maximizes exposure, whereas universal masking results in the least exposure.

Particle size (μm)
100 10 1 0.1

Infected, asymptomatic Healthy

Maximum exposure

Minimum exposure

GRAPHIC: V. ALTOUNIAN/SCIENCE

Resource: Kimberly Prather, University of California-San Diego
K. A. Prather et al., Science 10.1126/science.abc6197 (2020) <https://science.sciencemag.org/content/368/6498/1422>

Student Responsibilities

1. Students will be on time to class.
2. Students will treat themselves, fellow students, and all adults on campus with respect.
3. Students will have all necessary material ready at the beginning of class.
4. Students will follow school rules. **[Safe schools Act & Ed. Codes, 234, 234.1 234.4, 231.5, Ed Codes 51950, 51100, 49980[f], 32283.5]**

5. Students will have handouts marked with this symbol means keep at all times:
- 6 Students will try their best, and be curious about new things and ideas.
7. Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time.

Classroom Rules [Social Contract]

1. At *all* times people will respect each other. [Social Contract]
2. Tardies are marked when you are not in your chosen seat, or talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an **F** grade will be given for that assignment. [Academic Dishonesty which includes plagiarism]
6. When class is missed it is the student's responsibility to request for work. [no more than 3 absences]

Discipline Policy

Any infringement upon the rights of another students [breaking social contract] may result in **the following and not always in this order based on California law and Board policies. Even though we are distancing we still have rules to follow:**

1. Warning, student-teacher conference—discipline cards, the student writes an apology; behavior journals, Saturday School, etc.
2. 30 minutes detention and a parent contact; 3. Parent contact and one hour detention;
4. Referral for parent conference or SST.
5. Suspension

Any further disruption will result in further disciplinary action to be handled by the Administration office. Gratuitous profanity and major disruptions will be immediately referred to Student Support. All disruptions will affect his/her citizenship grade.

Memorandum of Understanding 2022-2023

I have read these guidelines and understand that my child must follow these rules/social contract/health policies/California Laws in class & on the Sierra Vista Middle School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possible consequences from the California Education Code §48900*.

Parent/Guardian's

Signature _____

Print First & Last name _____

Date _____

E-mail _____ *please, have student setup email or give the address you gave the school.*

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document enrolled in Sierra Middle School. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possible consequences under the California Education code §48900*.

Student's Signature _____

Print First & Last name _____

Student ID# _____ **Period** _____ **Date** _____

E-mail _____

Any comments or feedback please write below and on the back: