



United States History & Geography

8th Grade

Growth and Conflict

1500 C.E.—1913 C.E.

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Social Sciences

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“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 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.

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

Class Grade Policy:

- **70% Assessments:** Tests, Quizzes, Essays, Projects[interactive notebook], Performance Assessments, Processing Assignments, notebook with interactions, socratic seminar, google classroom
- **15% Classwork:** Notes, Agendas, Guided Readings, Geography, Projects, drafts, Review study Guides, Students News, notes of historical documentaries.
- **5% Homework:** Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations, Interactions{Outputs}, google classroom.
- **10 % Scholarship:** academic study or achievement; learning at a high level
 - **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

- **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
- **Perseverance** as evidenced by: starting tasks or assignments when they are assigned asking for help, after having tried problem-solving strategies completing assignments use different interactions

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.
5. Students will have handouts marked with this symbol means all times:
- 6 Students will try their best, and be curious about new things and ideas.



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.
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]

6. When class is missed it is the student's responsibility to request for work.

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:**

1. Warning, student-teacher conference—the student writes an apology and is forgiven; behavior journals, Saturday School
2. 30 minutes detention and a parent contact; 3. Parent contact and possible 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.

The AVID Write Path: History/Social Science interactive Teaching and Learning

This is adapted from the AVID college readiness program. Students will create Interactive Personal Notebooks[IPNB] for the assigned chapters, projects, and personal interactions with the course content. These are interactive, used all the time, and a complete example of the efforts and work the student has put forth to master the course information.

1. Students will need a notebook spiral or 3 ring with lined paper all course long.
2. Highlighters, scissors, glue, pencils, pens of all types can help. We tend to provide these from the resource teacher but any supplies from home is great.
3. They should have a ruler.
4. Some type of access to online and at least a gmail account is necessary.

5. Students will be asked to discuss the interactions and participate in pairs, groups, whole-class, as well as presentations to the class.
6. Think about their own history and where they are meta-cognitively each day as a lifelong learner.

Extra Credit

Extra credit can consist of optional assignments or challenges given by the teacher, or they may be student-initiated projects or family field trips to museum exhibits, or other related event. It will not or should not replace missing or incomplete work. Please do not get behind.

Late Work & coupons

Students with excused absences will have ample opportunity to complete their missed assignments. Even if they are sick or suspended on a due date the work is still considered late. Further only late work coupons can be used 7 days after the due date. Students who wish to finish incomplete or missing assignments may do so for partial credit. There must be drastic events that are reasonable to justify individual treatment. Long term projects will have due dates known well in advance, and are to be turned in on that date. Any late projects will result in 5⁰%-10⁰% minimum off the project grade, and can add up for every day late. Please no late work. Coupons will be discussed for classes. Students should only use 2 per grading period.

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.

Memorandum of Understanding 2018-2019

I have read these guidelines and understand that my child must follow these rules/social contract/policies/California Laws in class & on the Sierra Vista Junior High School campus. Per BPUSD designees, data will be kept on the behaviors and discipline of my child. It will be presented at times on illuminate where other educators can see behaviors. 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 on the Sierra JHS campus. 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 and other legal statutes*.

Student's Signature _____

Print First & Last name _____

Student ID# _____ **Period** _____

Date _____

E-mail _____

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