

Advanced 8th Grade US History Syllabus

Montgomery Village Middle School

Instructors: Michael_W_Kellinger@mcpsmd.org Carol_D_Eggleston@mcpsmd.org

Welcome to the 2009-2010 school year at Montgomery Village Middle School. We look forward to this year's great opportunity of providing each student with the support they need to gain information and continue developing their Social Studies skills. The Advanced course enhances the four MCPS Grade 8 U.S. History units through the development of skills from high school Advanced Placement courses in history. In addition to the MCPS course of study, students deepen their understanding of key concepts and events through reading, writing, document analysis, and historical thinking. These skills will be applied in each unit and students will be expected to show progress in skill development and historical knowledge in exams and historical document-based projects.

[8.1 DEMOCRACY: POLITICAL SYSTEM OF THE PEOPLE \(1763 - 1783\)](#) .

Students begin eighth grade with a study of one of the most important events in US History, the American Revolution. Principles of political systems learned in sixth and seventh grade are expanded to understand how and why political systems change. Students learn about the people, places, and events that shaped the creation of the United States of America. Students are also introduced to the process of historical investigation as they compare conflicting accounts of the Battle of Lexington Green and learn how history is an on-going inquiry into the past.

[8.2 CREATING A NATIONAL POLITICAL SYSTEM AND CULTURE \(1783 - 1850\)](#)

The creation of the Constitution, the testing of the Constitution, and the gradual emergence of a national culture in America is the focus of the second unit of eighth grade. Students learn how debates over the role of government, the rights of citizens, and distribution of political power helped to shape the government we have today. Challenges to the Constitution including the Whiskey Rebellion, Supreme Court cases, and the War of 1812 are also examined to understand how decisions by early administrations set important precedents for future generations. The unit concludes with a case study of challenges to the Constitution today.

[8.3 EXPANDING GEOGRAPHY CHALLENGES SECTIONAL ECONOMIES \(1815 - 1850\)](#)

The impact of geography on culture and economic systems is the focus of the third unit of eighth grade. Students learn how the United States expanded its territory westward to the Pacific Ocean. Conflicts over how to develop and govern this land revealed deep sectional divisions in the nation between the North, South, and West. The impact of this expansion is examined through the experiences of the Native Americans, settlers, women, and immigrants. Students also learn how Andrew Jackson expanded democracy to more American citizens, altering the nature of the American political system. As a modern connection, the expansion of the democracy today is the focus of several case studies.

[8.4 A NATION DIVIDED AND REBUILT \(1850 - 1877\)](#)

As eighth grade began with the defining moments of our nation's birth, the last unit ends with its most serious challenge, the Civil War. Students learn how the nation was divided by the issue of slavery and its implications for political, economic, and social systems. Through the experiences of Northerners, Southerner, slaves, freeman, soldiers, and women the challenges and turmoil of the Civil War are studied. Students learn how the Union was preserved and citizenship extended to millions of African Americans.

General information, including indicators for each unit, is available online: http://www.montgomeryschoolsmd.org/curriculum/social_studies/classroom/instruction/

GRADING POLICY

Students' academic grades are based on individual academic achievement. Quarter grades will be determined using a scale of: A: 90% - 100%, B: 80% - 89%, C: 70% - 79%, D: 60% - 69%, E: 59% or lower. We will use an array of tools to assess student learning.

Category	Weight	Description
Summative Assessments/ Unit Assessments	30%	Portions or entire Assessment may NOT be retaken. Examples of Summative Assessments include end of unit tests, and culminating projects.
Formative Assessments	60%	Teacher determines which assessments can be retaken* and will notify students before the assessments. The assessment can be retaken only once. Students must complete required activity(ies) as determined by the Social Studies Department. Examples of Formal Assessments include quizzes, reading and writing assignments, journal entries, warm-ups, exit cards, quizzes, class work, homework evaluated for learning, etc.
Practice/ Prep Homework	10%	Any assignment (textbook assignments and/or worksheets) assigned for practice or preparation for instruction.

MVMS uses the "raw score conversion to percentage" method to calculate grades. Therefore, the # of points a particular assignment is worth does not impact its weight within a category (18/20 carries the same weight as 36/40). However, assignments may still be weighted within categories by assigning weights to specific assignments.

Range of Weights for formative and summative assessments (i.e. quizzes = 2-3, exit card = 1, or other assignments as determined by the teacher). *No extra credit will be assigned.*

*Reassessment of Student Work: *Reassessment grade replaces the original grade.**

- ONLY Formative assessments (not summatives) may be revised to receive a higher grade until the end of a lesson sequence.
- The reassessment grade replaces the original grade even if the reassessed grade is lower.
- Reteaching / relearning activities are determined by the teacher and must be scheduled within the instructional time.
- Assessments may be reassessed one time, and may be reassessed partially, entirely, or in a different format.

Late Assignments: (Due dates / Deadlines - this will be determined in advance by the classroom teacher)

- Each assignment will have a **due date**. This is the date by which you are expected to submit the assignment. Your grade may drop one letter grade if it is not turned in by the due date.
- The **deadline** is the last day an assignment will be accepted for a grade. Work not turned in by the deadline will be considered missing and receive a 0%. Assignments that are completed and meet minimum standard (as indicated by the Social Studies Department), will earn a minimum grade of 50%.

Learning Skills Grades:

In addition to the academic grade, students will receive *Learning Skills Grades* each quarter as well. Learning skills grades will assess students' Participation and Assignment Completion throughout the course. Students may earn the following grades for each of the aforementioned categories:

- **C:** Consistently
- **O:** Often
- **S:** Sometimes
- **R:** Rarely
- **NI:** Not Enough Information

• **GRADE UPDATES**

Grades entered in a teacher’s electronic grade book are automatically uploaded to Edline on a nightly basis. Both students and parents should log into Edline regularly to check grades and missing assignments. Students are expected to know their grades, and what, if any, work is missing at all times. There should be no surprises about grades to students or parents; if so, please make sure you contact me. If you need an Edline activation code, please contact our school's Edline Superuser, Alice Marable at alice_marable@mcpsmd.org. In addition, it would be extremely helpful to enter an active email address in both student and parent Edline accounts; I use this to provide class updates as well as other communication throughout the year.

• **COMMUNICATION**

One of the most useful ways we have to communicate is your child's data notebook. Please check this daily for information. I can also be reached by email (fastest) or by calling the school (301-840-4660). In addition, please check Edline regularly to know if you are missing work.

Recommended Student Organizational Tools and Supplies There are no fees for this course.

- 3-ringed binder (Section for Social Studies)
- Notebook paper
- Pens (black or blue)
- Tissues
- Colored pencils
- Spiral notebooks(SSJ)
- Pencils and Erasers
- Highlighter

CLASS EXPECTATIONS

A separate sheet regarding classroom procedures, expectations, and disciplinary actions, will be provided separately and must also be signed by parents.

****Please sign below to indicate that you have read and understand these guidelines. Review these guidelines with your parent / guardian and have them sign them to indicate that they also understand the general course description of this class.****

Student Print Name _____ Student Signature _____

Parent Print Name _____ Parent Signature _____

Approved: _____
Ms. Carol Eggleston- Content Specialist

Mrs. Michelle Fortune - Assistant Principal

Dr. Edgar E. Malker, Principal