

## Middle School Course Syllabus Grade 8 Early U.S. History

School:  
 Teacher's Name:  
 Room Number:  
 Best time to contact:  
 Phone number: [Click here to enter text.](#)  
 Email address:

**Prerequisites:** none                      **Number of credits:** 1

**Course Description:**

Students will survey the development of U.S. History as a country from post Civil War through the present time. Highlights of the course are the struggles for equality (African Americans, American Indians, women), immigration, rise of industry and labor unions, Progressivism, the Great Depression, U.S. foreign wars and foreign policy, and the America's present global and domestic advancements and challenges. This course will have student access a variety of resources to discuss/debate issues and make claims based on text depended evidence. Students will express their views and knowledge of concepts and events through writing.

**Course Standards:** This course is aligned with the Wisconsin Model Academic Standards and the Common Core Disciplinary Literacy Standards in History. Model Academic Standards can be viewed at [www.dpi.wi.gov](http://www.dpi.wi.gov) and Disciplinary Literacy Standards can be viewed at [www.corestandards.org](http://www.corestandards.org)

**Lifelong Learning Standards:**

School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Learner, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, and Contributing Citizen.

**The Big Ideas and Essential Questions:**

<p><b>Big Ideas:</b>          Migration          Exploration          Regional Identity          Rebellion          Revolution  <i>*More inclusive big ideas and essential questions available in the curriculum unit plans.</i></p>	<p><b>Essential Questions:</b>          Was the arrival of the Europeans a mutually beneficial experience?          Why do people move?          When is it appropriate to work with the government in addressing grievances and when is it appropriate to work against the government to address grievances and advocate change?</p>
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**KUSD School Board-Approved Instructional Materials:**

Deverell, William and White, Deborah Gray. (2009) *United States History: Beginning to 1877*. Holt.

**Methods of Assessment:**

Multiple assessments, both formative and summative will be used to help students achieve course standards. **Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve a student's achievement of intended instructional outcomes. Formative assessments are seldom used as part of a final grade calculation. **Summative assessment** is designed to provide information regarding the level of mastery of the course standards. \*

\*Excerpts taken from "Distinguishing Formative Assessment From Other Educational Assessment Labels" by the Council of Chief State School Officers (CCSSO). The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>

**KUSD School Board-Approved Grading Scale:**

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A+ = 98 – 100%	B+ = 86 – 89%	C+ = 76 - 79 %	D+ = 66 - 69 %
A = 93 – 97%	B = 83 – 85%	C = 73 - 75 %	D = 63 - 65 %
A- = 90 – 92%	B- = 80 – 82%	C- = 70 - 72 %	D- = 60 - 62 %
	F = below 60%		

*Nothing in the District's student progress reporting policy or these procedures is intended to conflict with approved programming for a student with an Individual Education Plan (IEP), a Section 504 plan, or a Limited Language Plan (LLP).*

### **KUSD School Board Policy on Make-Up Work:**

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

### **Student and Parent Resources:**

The textbook used for US history is available on-line at [my.hrw.com](http://my.hrw.com). The site is password protected. Students will receive unique passwords from their teachers.

### **Teacher/Parent Communication:**

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

### **Posting of Grades:**

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.