



Welcome to 8th grade United States History!

This year we will be continuing and building upon concepts begun in 7th grade. Early exploration, Enlightenment ideas, revolutions, and the race to establish empires will be covered to start the year. We will journey through American history from the establishment of the early colonies and the fight for independence all the way up to industrialization and America's emergence as a world power.

Our journey from Independence to 1914 will take us through many interesting events, introduce us to many unique people, and show us great inventions and ideas. We will spend time going in depth with the Constitution and the struggle to make a lasting government. The expansion of the United States by Thomas Jefferson, Andrew Jackson, and James K. Polk and the battles America faced when expanding west will be covered. The issue of slavery, and the division of the country that led to the Civil War will be discussed. After the Civil War, the rebuilding of the country known as Reconstruction, will be taught. Finally, America's growth, industrialization, and globalization will be explored. This will be a busy year!

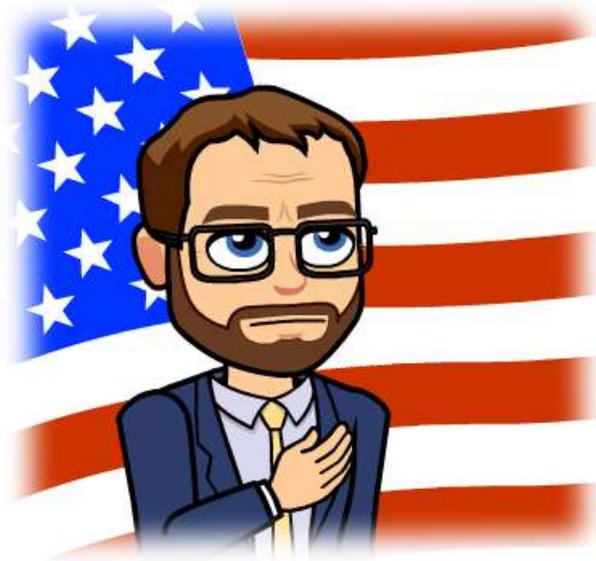
More information about what is covered can be located in the state standards. I have attached the main standards to this packet. The complete state standards can be accessed at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

The complete 8th grade standards are also located in the front of your child's textbook (pgs. H18-H22).

I look forward to learning with my students this year! I am excited to explore our country's past, learn about the challenges early Americans faced, and how the past affects us today!

Nathan Martin
8th Grade United States History



California State Standards 8th Grade

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.5 Students analyze U.S. foreign policy in the early Republic.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.



8th Grade United States History Syllabus

Mr. Martin

951-736-3206

E-Mail: nmartin@cnusd.k12.ca.us

Website: <https://norcoint.cnusd.k12.ca.us/cms/One.aspx?portalId=221092&pageId=2133859>



Classroom Expectations:

Be on time!

- Tardies will only be excused when accompanied by an excuse note from a teacher or the office.

Be Prepared!

- This means you must arrive in the classroom prior to the tardy bell with all required materials, class work, paper and pencil, etc.

Be Respectful!

- This covers the classroom (cleanliness, materials, etc..) as well as other students, the teacher, and yourself. Treat others the way you want to be treated.

Show Effort and Communicate!

- You need to try! If you need help, ask! If you have an idea, share it! I don't expect perfection but I **do** expect your best efforts.

Your Responsibilities

1. Have your packet here every day.
2. Have your class supplies every day.
3. Have your work completed, on time.
4. Study for tests.
5. Work neatly and with a positive attitude.



Communication:

Teacher/parent communication is a key ingredient to your student's success. The best way to contact me is through e-mail - nmartin@cnusd.k12.ca.us

You may visit my website at: <https://norcoint.cnusd.k12.ca.us/cms/One.aspx?portalId=221092&pageId=2133859>

Google: cnusd martin (This is the fastest way to find me!)

You may also access my site by going to the school's main page at <https://norcoint.cnusd.k12.ca.us/home> and locating my name under the staff directory.

On my site you will find projects, resources, materials, and other useful information. I also use Parent Connect, an on-line software which allows you to view your child's grades. Grades are updated frequently, often on the same day an assignment or test was turned in. It is expected that students and parents use Parent Connect. With almost 200 students, and only 47 minutes of class time, teachers are unable to go over grades with each individual student with any regularity. Students are reminded of missing grades, and grade reports are posted every few weeks. Be sure to look up grades frequently so there are no surprises! Feel free to e-mail me with any questions or concerns as they arise.

Absence from Class-

Students are responsible for completing all missed work due to an absence from class. Students are given their packets two or more weeks before they are due. Students are given the notes in class, and they also have access to all of the notes online. Students are expected to have their packets completed and turned in on the due date. If a student is absent on test day, I require students to turn in missing work and to make up tests as soon as they get back. If more than one day of absence has occurred, students are given the number of days they were absent to make up their work and take their test. For example, if a student is absent for three consecutive days, they will have three days to make up their work without penalty.

Videos-

During the course of our studies, we will learn about magnificent locations, cultures, and inventions. It is very difficult to indicate the magnificence, beauty, and sheer creativity and intelligence of our nation with post card size images and brief descriptions. We cannot journey to these places, so a video helps transport students to the amazing locations we are learning about. These videos expand and enhance the instruction in the class and provide, scale, connections, and clearer understanding of the people, inventions, and creations studied. In order to keep the students focused and ensure that learning is happening, students are required to fill in notes on the video. A set of notes is provided to the students prior to the start of the video. Sometimes the videos may take multiple class periods. If any students miss part of the video due to absences, or other activities, they may come in before school or at lunch to watch the video. The video may be viewed at home as well. All videos were at one time available online. Simply Google the title of the video and view. Please let me know of any issues as videos availability may change. Students may also be marked as “excused” in the grade book due to their absence.

Reading-

Each lesson is required reading for success in class. During the reading students have the opportunity to learn, ask and answer questions through the reading, and build the foundation for the lesson. Sometimes we will be able to start reading in class. Students read silently, and I will read to them at times as well. Regardless of the amount of time we have in class, students are required to read independently for homework. Students are required to not only read, but *comprehend* the material. It is important for students to read for *understanding*- not completion. If parts are unclear, or difficult to understand, students should seek clarification or reread the material to ensure success. The entire textbook is available on my website for portable reading on mobile devices, or to access away from home.

Notes-

Utilizing notes, I present the information required to the students, expand and explain, and go into further detail about the lesson. Video clips, pictures, maps, illustrations, and graphs help take the lesson further than what is presented in the text. The students copy missing parts from their provided notes. The notes are designed to help summarize and make the information easier to recall for the students. *Assessments are created using information from the notes. Attendance and the completion of the notes are imperative keys to success.*

Each chapter test is based off of the notes. These notes are designed to help each student narrow down what will be on the test. These notes are divided up by section and use language that is very similar to what the students will see on the test. *Each question for the test is answered in the notes that we take in class.* Nothing is hidden!!! Students are required to review the information in their notes, and understand the concepts for the test. The information on the notes is written how the test is written, so understanding is critical. Finding the answers to the study guide questions may require reading the information around the concept as well. If a student does not understand the concept and the language used in the notes, confusion and difficulty will occur when the test is given. This will lead to lower test scores and poor performance.

Grading-

Student grades are comprised of three main parts:

Tests-The scores from tests account for 60% of the total grade in class. The goal is for each child to learn the required content. The tests represent what was learned in the chapter and therefore make up the majority of the total grade in class. Tests occur about once every two weeks. Students know when tests are coming weeks in advance. The upcoming test is posted on the board as a reminder. Tests are usually 20-30 questions long.

Packets - This area makes up 20% of the total grade (10% of the total grade for Honors classes). Each chapter students are given their work in a packet form. Each assignment needs to be completed correctly and in its entirety to receive credit. Since assignments have been started in class, and ample time has been allotted for the completion of the assignments, it is expected that all work is finished. Work is graded on a credit/no credit basis. The packet is collected on test day and all assignments are totaled into one grade. Once packets are collected, the grade is final. The packets are returned as soon as they can all be totaled and entered in the gradebook- usually within a week.

Chapter Assignments- This area makes up 20% of the total grade (10% of the total grade for Honors classes). Every week, we will be working on various assignments that cover what we are learning in more detail, and require extra time to complete. These assignments may be maps, graphic organizers, written responses, or other activities. Each chapter has a chapter assignment that will be due when packets are turned in.

National History Day (NHD)- Honors students are required to participate in National History Day. NHD will count for 10% of the total grade for Honors classes. National History Day will require research, has several parts, and specific deadlines. More information will be sent out later, and is also available on my website.

Unit Projects- Honors students will have a project for every unit. (Starting in the Second Semester.) These projects count for 10% of the total grade for Honors classes. These assignments have specific steps to follow, a written response, and require some research. Honors students will be given ample time to complete these projects (the entire unit is usually 3 or 4 weeks long). The projects can be made with regular supplies and do not require extra expenses. Project samples are displayed on the website, as are the project requirements. Students will also be given a hard copy of the requirements.

Retakes-

Students are not permitted to retake a test unless there are special circumstances (illness, family emergency, absences due to travel, etc..). The teacher must be contacted by the student to discuss the possibility of a retake. If a retake is approved, the student must still earn the right to retake a test by preparing for the test. Retaking a test without completing the necessary work for the chapter, and then reviewing, will not improve scores. In order to retake, students need to meet the following requirements:

1. Completing **all** work for the chapter (Including pictures, assignments, and projects!)
2. Coming to retake the test on the teacher assigned retake day.

(Failure to complete all of the work and to show up on the assigned day, will result in a loss of the retake privilege.)

If any of the criteria is not met, a student will not be able to retake the test.

Once the retake is completed, the higher of the two test scores will be kept in the grade book.



Packets

Due to the number of students and the short class periods, I use a quick grading system that allows me to scan, score, and give feedback to students. The packet work and homework assigned is practice for the students. It is designed to help students prepare for the test. I go over the work with the students, they are given class time to work on it, use multiple sources to complete it, and are given clear guidelines for the expected outcome and requirements for each assignment. The grading is broken down in the following way:

Complete- In order to receive full credit on an assignment, you must:

- complete the entire assignment
- write neatly (I must be able to read your writing easily)
- write complete answers

Incomplete- You will receive a zero, no credit score if you:

- did not complete the entire assignment
- did not write neatly (I must be able to read your writing easily)
- did not write all of the information presented in your notes on your study guide (the entire bullet point(s) or dash(es) that answer the question must be copied on your study guide).

Work in the packets is done in class, and students are given ample time to complete the practice and assignments in the packets. Once the packet is turned in, the grade is final! (Students may wish to go back and complete the packet, if they have not already done so, to help them when the semester finals come around. However, completing the packet after it is due, will not affect the packet grade.)

Chapter Assignments and Unit Projects:

Students may come in before school, or at lunch to check on missing assignments, or to check on incomplete work. Other assignments can be completed outside of class. Late Chapter Projects and Unit Projects (Honors) will be marked down 25% for being late.

Study Guides:

Study guides contain questions that will be required to know for the chapter test. The answer for each question can be found in the section notes. Students will need to use their notes for each section to find the correct answer. This study guide is to help guide students with studies for the upcoming test. It is a requirement for this class, it will be turned in, and it will be scored. Students must write all of the information presented in the notes on the study guide (the entire bullet point(s) or dash(es) that answer the question must be copied on the study guide). This is meant as a tool to help students prepare for the test. If students complete, study, and know the information, their overall performance on the test should be high.

Student Planners:

Planners are used to help students become better organized and as a means of parent/teacher communication. In the planners, students are required to write what we did in class for that day and homework assignments if applicable. Therefore, your student should have something written in each box, every single day. Planners will be checked daily in their Success or AVID class (if applicable).



Class Materials List:



The following items are **required** each day in class:

Packet (Teacher supplied)

Poly 1 inch 3 ring binder to store and protect your packets (This binder is for History only! Poly binders can be purchased for \$1 or less, are easy to wipe down if necessary, and will hold all of your packets for the semester. You will need to keep all of your packets as they are needed for the final exams! Poly binders are the flexible binders with no cardboard, or pockets in them.)

Poly 3 prong folder to store and protect your packet (This folder is for History only! *A poly folder may be used instead of a binder.* These are cheaper, usually 25 cents or less, are easy to wipe down if necessary, but do not allow the storage of more than one packet at a time. You will need to keep your current packet in the folder for class. Your returned packets will need to be stored elsewhere. Remember, you will need to keep all of your packets as they are needed for the final exams! Poly folders are flexible plastic folders with 3 bendable brackets for holding papers, with no cardboard or pockets in them.)

Pencil or pen (traditional blue or black ink only)

Colored pencils (*A pack of colored pencils will be needed to color maps, pictures, projects, and activities. Markers or crayons are not accepted.*)

Highlighter (*Traditional yellow works best, but other light colors are acceptable. Please be sure to use light colored highlighter- not markers! Dark colors and markers bleed through the paper making your work difficult to read!*)

Planner (School supplied)

Let me know if there are difficulties getting the required items. Due to current health issues, sharing of supplies is not allowed. Being prepared is extra important! If materials are not in class, students may not be able to complete the assigned work at school. Failure to have the required items in class may result in more homework, markdowns on course work, and falling behind.

Format for the Course:

The format for this course will combine lecture, student research, group and/or individual projects/presentations, debates, and active in-class discussions. Students are expected to participate in all course activities to the fullest and best of their abilities.

Special information:

Plagiarism/Cheating: Intentionally or unintentionally using someone else's information, ideas, or words without providing proper credit is not tolerated and will result in a zero (0) grade.

On the next page you can see our Classroom Constitution. The Classroom Constitution consists of a Bill of Rights. This Bill of Rights consists of ten "Amendments" that outline what student rights we have in the classroom, and the consequences for violating those rights. This Bill of Rights was created with 8th grade students and is modeled after the Bill of Rights from the Constitution. These "Amendments" are used to discuss behavior expectations. Students are given multiple chances and opportunities before any citations are given. Take a moment to read and discuss the Classroom Constitution with your child. It will be reviewed in class, and be printed in each packet as a reminder of classroom behavior expectations.

Lastly, the final page will need to be signed and returned to me. It is the first grade for your child in my class!

Classroom Constitution

Preamble

We the students of room eight, in order to get our work done, establish fair rules and consequences, ensure classroom tranquility, provide for the defense of our right to learn, promote the general welfare of the classroom, and secure the blessings of knowledge to ourselves and our future, do ordain and establish this classroom constitution for the remainder of the year.

Bill of Rights

Amendment I.

Learners are all entitled to a clean and orderly classroom. Gum, litter, leftover food, and spilled drinks do not create a sanitary learning environment. **Gum, food, and drinks (other than water) will be prohibited in class.** Having any of these items in class (or gum outside of class), will result in a citation.

Amendment II.

Students have the right to a distraction-free learning space. Cell phones ringing, buzzing, or being looked at repeatedly can distract others from their right to learn. **Cell phone usage will not be allowed in the classroom.** Cell phones being out, going off in class, or being used in class in any way will result in a citation.

Amendment III.

Individuals in an academic environment, are entitled to a scholarly environment where appropriate language is utilized and respectful communication is expected. Since we are all caring individuals, we will respect our learning environment, as well as the feelings of those around us by using appropriate language, both verbal and non-verbal. **Vulgarity, inappropriate language, eye rolls, disrespect, or bullying is not acceptable in the classroom.** Violations will result in a citation.

Amendment IV.

Scholars are to expect that every minute of their instructional time is to be filled with learning. **Students should expect to have all materials, planners, and supplies out and ready in an efficient manner.** Failure to be prepared with a planner will result in a citation. Failure to have materials out and ready in an appropriate amount of time will result in a citation.

Amendment V.

Students have the right to exercise their minds by using their own thoughts and words on assignments. Your intelligence and individual ideas are unique and worthy of display and even debate. **Plagiarism or copying of others ideas and work will not be tolerated.** If you are copying from another, a citation will be issued, and you will receive a zero on your assignment.

Amendment VI.

Every student is entitled to a well-rounded education of many different subjects. Two of the subjects that we all are allowed to learn about are history and success class. Since other subjects limit our time in the subject of history and the success class work, we will respect that time by only discussing, and working on history or success activities in class. **Working on assignments from other classes or having off topic discussions during class is not allowed.** Failure to work on the work for this class will result in a citation.

Amendment VII.

As citizens of this school, we have a right to our safety. Since we care about each other's safety, we will not hit, kick, or throw items at each other. **We are expected to keep our hands, feet, and objects to ourselves.** Depending on the infraction, we may be sent to the office or get a citation.

Amendment VIII.

We have the right to learn in an efficient manner. Therefore, we will not lose focus from our objectives, waste other learner's time, or cause a distraction by not following classroom directions in a quick and efficient manner. **Calling out, communicating, causing distractions, and interfering with other student's learning is not acceptable in the classroom.** Depending on the infraction, we may be sent to the office or get a citation.

Amendment IX.

Learners at our school can expect that teachers will utilize every minute of class time to help assist, guide, and enhance student learning. **We will not be allowed to abuse or waste our teacher's or fellow learner's time by arriving late to class.** Anyone entering the classroom after the bell rings will be marked tardy, and given a tardy citation to the office.

Amendment X.

Students will respect the classroom learning environment and the allotted time by using each minute to complete the lesson objectives for the day. Each class is only 45 minutes long, with a two minute clean up time. **Packing up, putting things away, or stopping working before the end of class is not acceptable.** Ceasing to work, or stopping before the designated clean-up time will result in a citation.

This is one of your child's first grades in 8th grade, United States History. It will be counted towards the Packets portion of the gradebook.

Participation Agreement:

By signing below, you agree to the following:

- That you have read and understand the information provided in this course syllabus
- To participate fully and to the best of your ability in the classroom and on the work assigned
- To be respectful of the building, classroom, instructor and other students
- To communicate promptly and appropriately any issues, concerns, questions, or needs for additional assistance
- To abide by Norco Intermediate's technology use guidelines, classroom rules and procedures, and the teacher
- To follow the school's C.A.T.S. behavior expectations
 - Communicate Respectfully
 - Act Responsibly
 - Team Mentality
 - Safety First



Please sign and return this page.

I have reviewed the course explanation for 8th grade United States History and understand the expectations of this class.

Student's Signature (please sign)

Print Name

Parent's Signature

Print Name

➤ *Parents, please be sure the office has your e-mail / contact information as this is how I will contact you. Please also make a note of my information should you need to contact me. The fastest way to communicate with me is through e-mail.*

Nathan Martin
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<https://norcoint.cnusd.k12.ca.us/cms/One.aspx?portalId=221092&pageId=2133859>

Google: cnusd martin (This is the fastest way to find me!) In the event of a shutdown, my webpage will be where you can find news, updates, videos, answers to your questions, resources, and explanations on what to do next!



HONORS STUDENTS!!!

Please review and sign the Honors Contract on the back of this page.



Norco Intermediate Honors Contract



Congratulations for taking on the challenge of Honors classes at Norco Intermediate! We hope you will be very successful in a classroom environment where the expectations are heightened. Before we get any further into the school year, it is important that you fully understand the commitment you are making by taking Honors classes. After reading this contract with your parent, decide whether or not you feel you can meet these expectations as outlined. If you feel you can, sign below, and have your parent sign as well. If you have any reservations, please alert your teacher so a move can be made.

Parents/Guardians who wish to have their child enroll in, or continue to be enrolled in Honors classes must sign the following contract:

1. Student recognizes that participation in Honors requires him/her to:
 - a. Demonstrate increased student independence
 - b. Take on a higher degree of responsibility
 - c. Come to class prepared, focused, and ready to be productive
 - d. Meet higher expectations than students in non-honors classes to earn the same grade
 - e. Engage in higher levels of critical thinking on assessments, projects, and basic course work
 - f. Be willing to spend additional time on homework as needed, depending on the complexity of the task. Time management is key.
 - g. Complete different tasks that exhibit a deeper understanding of material taught in class. Tasks may include, but are not limited to, projects and participation in District competitions such as Math Field Day, National History Day, or the Science Fair. These tasks are unique to honors students and may require research and meetings outside of school hours.
2. Students must uphold Academic Honesty by refraining from any academic misconduct.
3. Student commits to completing all required work on time and to a high quality standard. Work will be completed and turned in per teachers' policies and procedures.
4. Student understands that by enrolling in Honors, he/she is expected to maintain a grade of C or higher each quarter in each Honors class. Overall GPA is expected to be above 3.0 each quarter. Failure to do so will result in a schedule change to a non-Honors class.

I agree to uphold these standards for Honors classes.

Student's full name _____ Student ID # _____

Student Signature _____ Date _____

Parent Signature _____ Date _____