

Grade 8 United States History and Geography

Course Syllabus

Instructor: Mr. Edward Honath

Text: History Alive! The United States Through Industrialism

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Course Goal

The course is designed to meet the State of California Framework and Common Core Standards to survey US History and Geography from the writing of the constitution to World War 1.

Course Rationale

For a Democracy to function properly it requires an educated and active electorate that is involved in the political system. The course is designed in a way that students will be able to meet that goal. In the pursuit of the ideal democracy, it is likely that students encounter those with differing opinions. This course is intended to instill in students an appreciation for respectful, intelligent, and free discussion which are all part of a healthy democracy.

Course Themes

- Great Awakening, Revolution, and Independence
- Early American Government
- American Political System
- Ideals of a New Nation
- Foreign Policy in the Early Republic
- Industrialization and the Industrial Revolution
- The Divide between the American North and South
- America goes West and Manifest Destiny
- Abolishing Slavery and realizing the ideals of the Declaration of independence
- The American Civil War
- American Reconstruction after the Civil War
- The changes in America during the Industrial Revolution

Course Materials

1. A **NOTEBOOK**. A large one or two smaller ones that can be used for the entire year.
2. Bring the following materials: **PENCIL(WITH ERASER), RED or BLUE PEN, HIGHLIGHTER**, and an open mind.
3. You do not need to bring your book to class every day, but on the last day before a test you will need to bring your book. I will let you know when you need to bring it to class.

Course Rules

THE CHEATING POLICY WILL BE STRICTLY ENFORCED. IF YOU ARE CAUGHT CHEATING: 1ST OFFENSE IS AN “F” ON THE ASSIGNMENT, PHONE CALL HOME, AND NAME ON FILE. 2ND OFFENSE IS AN “F: GRADE AND “U” IN CLASS FOR THE SEMESTER.

1. **TARDIES**

Students are expected to report to this class on time. Students who incur multiple tardies may be subject to disciplinary consequences by the teacher and/or school administration, which may

include (but are not limited to) detention, Saturday Detention, and unsatisfactory Citizenship marks.

2. **ATTENDANCE AND MISSED WORK**

When a student is absent, they are responsible for all missed work. See the instructor to schedule a make-up upon your return. Missed tests must be made up before the next test or you receive a zero for the test that was not made up. **THERE WILL BE NO MAKE-UPS FOR TESTS/QUIZZES FOR SINGLE PERIOD ABSENCES.**

Proper attendance to this class is required. Classwork missed due to a truancy cannot be made up. Truancy is a class absence not properly cleared in the Attendance Office; multiple truanies will have an impact on your grade in this course. If dropped, students may discuss credit recovery options in the Counseling Office.

3. **CITIZENSHIP/RESPONSIBILITY GRADES**

Students will be graded in part on behavior in the classroom and interaction with other students in the classroom.

4. **USE OF CELL PHONES**

Cell Phones are to not be taken out during class unless given explicit instruction to do so. If a phone is seen out it can be taken away or even result in the student receiving a detention.

5. **HOMEWORK POLICY**

Homework will be assigned on a regular basis from your government book. Assignments are due as indicated at time of assignment. Late assignments will be assessed a 10-50% penalty based on how late it is. Projects will be assigned throughout the semester. Students can expect at least 2 projects.

6. **CLASSROOM EXPECTATIONS**

Responsible behavior is expected at all times. There will be consequences for inappropriate behavior. Be courteous and respectful of all others in the class.

7. **GRADING POLICY**

Students will be graded on the following items:

	The Grading Scale is:	
Class work and Homework (30%)	90-100%	A
Tests (20%)	80-89%	B
Quizzes (20%)	70-79%	C
Projects (20%)	60-69%	D
Participation/Responsibility Grade (10%)	<59%	F

*Percentages are estimates and subject to change

Grades are based on total points and will be given on a regular basis so the students will know their standing in the class. **EXTRA CREDIT:** There are occasional extra credit assignments; however, these assignments are assigned on a random basis for the entire class and are NEVER given to students as a means to make up missed work.

To all Students, Parents, and Guardians:

I am looking forward to having a great year. I want you all to succeed and am happy to help you be successful. If there is anything you need please do not hesitate to ask. The easiest way to get a hold of me is through email at ehonath@bomusd.org

_____Sincerely,

Mr. Honath

I HAVE READ AND UNDERSTAND THE ABOVE COURSE SYLLABUS AND AGREE TO FOLLOW ALL RULES AND EXPECTATIONS.

Student Name- Print:

Parent Signature:

Student Signature:

Designing a Government Group Project

With the students newly acquired information on different governments, it is now time to put that knowledge to use. Students have been awarded newly discovered land in a location of their choosing. With that land, they will design a government for the newly discovered land.

Assignment:

Students will be randomly split into groups of four. Once in their groups, they will be tasked with designing a government. Students will pick one of a Monarchy, Democracy, Oligarchy, Dictatorship, or Theocracy. In their group's students will create a poster that is based on the government type they have chosen. Once students have picked their government type it is now time to decide where their government is located geographically. Students must keep in mind the neighboring countries governments. For example, different government ideologies sometimes lead to conflict so it is important to pick a government. Once students have decided on a geographical location next is designing the poster. Students will design what the land of

their government will look like. On the poster, each government must say population size and whether they are a centralized or central and local governments. Posters must say where the government is located geographically. Students must make sure that the location won't lead to conflict with their neighboring countries. Students must say whether they government is a federal, unitary, or confederate power structure in their government. Of the previous mentioned of whatever is picked students must draw the appropriate number of representatives on their poster to represent their selection. Finally, all posters must design a flag for the newly created government. Based off the government type selected there is other information that each poster should have:

Monarchy: Is it a family or individual who runs the country? Who is eligible to become the next monarch? If there are more than one candidates who is selected to become the monarch? How does this family or person show that they have divine right?

Democracy: Direct or Indirect Democracy. Presidential or Parliamentary government. Frequency of elections. If people do not like the result of the election can it be redone? If so How? If not, why is that not allowed?

Dictatorship: How does the dictator maintain control over its country? What rights do citizens have? What is prohibited in this country? What happens to those who speak out against or challenge the dictator? How is succession handled?

Oligarchic: Number of people in power. How succession will be handled? How do they maintain and control power? Can the people in power be overthrown? If so how? If not why not?

Theocracy: What religion are laws based off of? How to deal with citizens who believe in a different faith? Are all laws based off of that faiths religious books? Or are there laws added from outside of that faith?

Once finished designing the poster students will come up with their groups and give a short 3-5-minute presentation about their government.

Presentation:

To get full credit all students must speak at least once during the presentation. During the presentation, students must explain why they chose their government type. Students must also describe what their flag represents, why the government type won't lead to conflicts with their neighboring countries. Finally, based off of the government type students must explain the poster requirements for the type of government that was selected.

Grading:

Students will be graded on how well they work in their groups. Students must be working well and be an active member of the groups to receive full credit. Students will then be graded on whether they hit all requirements for the poster and presentation.