



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES**

**MIDDLE SCHOOL COURSE SYLLABUS
FOR GRADE 8 SOCIAL STUDIES**

Course Description

Students will survey the development of U.S. History as a country from Exploration through the Civil War. This course will highlight the cultural exchanges between the Europeans and Native Americans, the colonization of North America, our Independence from Britain and the formation of our democratic system of government, the territorial expansion of the United States up to 1865, and the course will conclude with the slavery question, and the Civil War.

Relevance

This U.S. History course will prepare students with the knowledge and skills needed to be successful in taking high school U.S. History, a course that focuses on Reconstruction through the present time, and additionally the same knowledge and skills will have value in other disciplines. High School U.S. History is a core academic course for graduation; therefore, it is critical to prepare students for a readiness when entering the next grade level. This course will provide students the knowledge and skills valuable to being successful in high school and assist in providing enduring skills for life beyond school.

Course Standards

Standard A: Geography
Standard B: History
Standard C: Political Science and Citizenship
Standard D: Economics
Standard E: Behavioral Science
Standard F: Social Studies Processes

Most essential benchmarks may be viewed at: www.kusd.edu.

Lifelong Learning Standards

- Knowledgeable person
- Effective communicator
- Quality producer
- Complex thinker
- Self-directed learner
- Contributing citizen

Lifelong learning benchmarks may be viewed at: www.kusd.edu.

Course Outline

I. Beginnings

- a. Crossing to the Americas
- b. Societies of North America
- c. Societies of West Africa
- d. Societies of Europe
- e. Early European Explorers

II. Exploration

- a. Spain Claims an Empire
- b. European Competition in North America
- c. The Spanish and Native Americans
- d. Beginnings of Slavery in the Americas

III. Colonization

- a. Early Colonies Have Mixed Success
- b. New England Colonies
- c. Founding the Middle and Southern Colonies
- d. New England; Commerce and Religion
- e. The Middle Colonies: Farms and Cities
- f. The Southern Colonies: Plantations and Slavery
- g. The Backcountry
- h. Early American Culture
- i. Roots of Representative Government
- j. The French and Indian War

IV. Revolutionary War Era

- a. Tighter British Control
- b. Colonial Resistance Grows
- c. The Road to Lexington and Concord
- d. Declaring Independence
- e. The Early Years of the War
- f. The War expands
- g. The Path to Victory
- h. The Legacy of the War

V. Creating A New Government

- a. The Confederation Era
- b. Creating the Constitution
- c. Ratifying the Constitution
- d. Washington's Presidency
- e. Challenges to the New government
- f. The Federalists in Charge

VI. Expansion

- a. Jefferson Takes Office
- b. The Louisiana Purchase and Exploration
- c. Problems with Foreign Powers
- d. The War of 1812
- e. Early Industry and Inventions
- f. Plantations and Slavery Spread
- g. Nationalism and Sectionalism
- h. Politics of the People
- i. Jackson's Policy Toward Native Americans
- j. Conflicts Over States' Rights
- k. Prosperity and Panic
- l. Trails West
- m. The Texas Revolution
- n. The War With Mexico
- o. The California Gold Rush
- p. The Hopes of Immigrants
- q. American Literature and Art
- r. Reforming American Society
- s. Abolition and Women's Rights

VII. Slavery and the Civil War

- a. Growing Tension Between North and South
- b. The Crisis Deepens
- c. Slavery Dominates Politics
- d. Lincoln's Election and Southern Secession

- e. War Erupts
- f. Life in the Army
- g. No End in Sight
- h. The Emancipation proclamation
- i. War Affects Society
- j. The North Wins
- k. The Legacy of the War

Board-Approved Instructional Materials

Garcia, Jesus, Ogle, et al: Creating America. McDougal Littell, 2001.

Parents as Partners

As partners working together, we believe that your child will learn the most and grow the best. We encourage reviewing assignments with your child each night. Encourage your child to read the newspaper and magazines and books of historical interest. Go to www.kusd.edu and click on Middle School Library Online subscription for reading, research and other educational opportunities.

Methods of Assessment

Classroom Assessments: Quizzes, Chapter Tests, Unit Tests, Projects, Etc.

(Question: Do you do end of the unit cumulative exams and or end of semester cumulative exams?)

Board-Approved Grading Scale

Excerpts taken from School Board Rule 6452

GRADING SCALE

A+=98-100 percent	B+=86-89 percent	C+=76-79 percent	D+=66-69 percent
A=93-97 percent	B=83-85 percent	C=73-75 percent	D=63-65 percent
A-=90-92 percent	B-=80-82 percent	C-=70-72 percent	D-=60-62 percent
			F=0-59 percent

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.

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.

See Rule 6452 in its entirety at: www.kusd.edu.