



## United States History 2020-2021 Syllabus

Mrs. Kosmer

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Room 319

### **Course Description:**

**Course:** U.S. History: The United States Through Industrialism

**Year:** 7th grade 1st and 3rd Quarter and 8th grade 2nd and 4th quarter

The study of American History continues in the course U.S. History Through Industrialism. Topics that are covered are as follows: The early Native Americans through European exploration and settlement of North America. The English Colonies, the American Revolution, creating the Constitution with a Bill of Rights and Manifest Destiny. The exploration of the West, the Worlds of North and South, the Civil War and Reconstruction after the Civil War. Lastly, Tensions in the West, Rise of Industry, the great wave of immigration, the Progressive Era, and America as a World Power.

### **TEXTBOOK:**

8<sup>th</sup> Grade Interactive History Alive: the United States Through Industrialism by the Teachers Curriculum Institute. TCI

### **Methods of Instruction (covid-19 modified)**

Individual research through technology

Group lectures and discussions

Small group activities

Hands-on activities such as projects and portfolio work (covid modified)

Oral presentations

Written compositions/essays

### **Virtual Learning Norms**

1. Login in daily! Please remember to check your email and Google Classroom at the beginning of each morning.
2. Read all instructions on Google Classroom and each assignment.
3. Plagiarism is unacceptable. Any work submitted that is not your own will result in a zero.
4. Always use appropriate and academic language when communicating with staff and students.
5. Complete work on time and to the best of your ability. Feel free to ask questions via Bloomz.

### **Zoom**

1. During our class time, please turn your video on! It's important to see your face so we can create a connection between you and your name. We want to make sure that we can continue to build our relationships throughout a year. If there is a specific concern or you do not have a device with video access, please contact your homeroom teacher for support.
2. During our class time, we want to make sure that we can hear from you! If you have an answer to a question or want to speak, please use the "raise your hand" feature through Zoom. For more information on how to do that, check out this [helpful video](#).
3. We want to make sure that we're keeping our Zoom classes as professional as possible! Please make sure you're wearing appropriate attire during our class time. Some simple rules are:

- a. No pajama-type attire, undershirts or other bedtime attire is allowed during the school day or during school-sponsored activities.
  - b. Apparel with vulgar statements or statements promoting illegal drugs, alcohol, sex, violence, or gangs is not allowed.
  - c. No undergarments worn as outerwear are allowed. Clothing should be worn so that undergarments, including boxer shorts, thongs, or bras, are not exposed.
4. Just a reminder that all Zoom classes will be recorded. This will allow missing students to be able to gain access to instruction as well as support students who might need it. Please contact your homeroom teacher with any additional questions.
  5. All zoom links and schedules will be posted on your Google classroom.

### **Independent work time 2:00-2:50:**

You will have work that needs to be completed during the work time at the end of the school day. If it is not completed during that time please complete it that evening. It is the student's responsibility to complete this **Independent Work** which is due the next day by 8:00.

### **Required Supplies for class:**

- 2 Sharpened pencils
- 1 Pencil sharpener
- 3 Pens (one blue, one black, one red)
- 1 3-ring binder, 1-inch

### **3-Ring binder-**

Students are expected to have a small 3 ring binder, 1 inch wide. They can keep all their classwork in there. The online assignments will be through Google Classroom and also the History Alive Interactive Textbook.

**Make-up/Missing Work:** The Zoom recorded session links will be posted in the early afternoon to Google Classroom. Students will have a **FALL WEEKLY GOAL SHEET** that they will be able to view to know when assignments are due that week. Please be on time with assignments. Late work will have points taken off for every day the assignment is late.

**Infinite Campus:** Student grade sheets will only be available via the Parent Portal Website. To access information about your child's academic progress, attendance and other important information please register via this link to obtain a username and password. <https://baltimore.infinitcampus.org/campus/bcps.jsp>

### **Grading Plan**

Class work assignments 50%  
Unit Assessments and quizzes 40%  
Participation 10%

**Unit Assessments/Weekly Quizzes:** At the end of each quarter there will be a Final Exam given based upon the topics covered in class. We will take a quiz every week (usually Friday) based on what we learned that week and the assignments completed. It is the responsibility of each student to study for quizzes and assessments.

**Student Portfolios: (will be determined later in the year)** All students at Hampstead Hill Academy are required to submit a portfolio that contains nine projects (three from each class) that show hard work, creativity, and accomplishment. Portfolio projects are meant to showcase your best work. Teachers and administrators will review portfolio projects.

## **United States-Industrialism Units of Study**

**\*lessons must be modified during online instruction**

### **Unit 1: Colonial Heritage**

#### 1. The First Americans and European Exploration and Settlement

Essential Question: *How did Europeans explore and establish settlements in the Americas?*

In a Visual Discovery activity, students analyze and bring to life images depicting European exploration and settlement to discover how European nations explored and established settlements in the Americas.

#### 2. The English Colonies in North America

Essential Question: *What were the similarities and differences among the colonies in North America?*

In a Problem Solving Groupwork activity, students analyze the similarities and differences among the English colonies in North America by creating and visiting sales booths in a “colonial fair.”

#### 3. Life in the Colonies

Essential Question: *What was life really like in the colonies?*

Students work in pairs in a Social Studies Skill Builder to analyze primary and secondary source material to explore eight aspects of life in the American colonies, including rights of colonists, religion, education, and life for enslaved African Americans.

### **Unit 2: Revolution in the Colonies**

#### 4. Toward Independence

Essential Question: *Why was there an American Revolution?*

In a Response Group activity, students participate in a series of colonial town meetings to debate whether to rebel against British rule. In the process, they evaluate the events that deeply divided the American colonists and eventually caused them to rebel against the British government.

#### 5. The Declaration of Independence

Essential Question: *What principles of government are expressed in the Declaration of Independence?*

Students learn about key events leading up to the writing of the Declaration of Independence and, in a Writing for Understanding activity, analyze key excerpts of the Declaration and the principles of government they express.

#### 6. The American Revolution

Essential Question: *How was the Continental army able to win the war for independence from Great Britain?*

In an Experiential Exercise, students participate in a game of Capture the Flag. They compare their experience to the determining factors of the war for independence from Great Britain—examining the strengths and weaknesses of each side, important battles, and other key factors in the conflict—to determine how the British were defeated.

### **Unit 3: Forming a New Nation**

#### 7. Creating the Constitution

Essential Question: *What compromises emerged from the Constitutional Convention?*

In an Experiential Exercise, students examine the factors that led to the creation of a stronger central government under

the U.S. Constitution by re-creating a key debate from the Constitutional Convention.

#### 8. The Constitution: A More Perfect Union

Essential Question: *How has the Constitution created “a more perfect Union”?*

In a Social Studies Skill Builder, students work in pairs to explore the key features and guiding principles of the U.S. Constitution by assuming the role of law students taking a final exam on the Constitution.

#### 9. The Bill of Rights

Essential Question: *What freedoms does the Bill of Rights protect and why are they important?*

In a Response Group activity, students learn about the important rights and freedoms protected by the Bill of Rights by analyzing a series of scenarios to determine whether the Bill of Rights protects certain actions taken by citizens.

**\*\*\*\*\*A new syllabus will be given to students during their next quarter of U.S. History**