**Challenger Middle School Course Syllabus Course Name: United States History 8 Grade: 8th Grade**

**Quarter 3 Start Date: January 31, 2024 Quarter 1 End Date: April 12, 2024**

**Quarter 4 Start Dates: April 15, 2024 Quarter 2 End Date: June 14, 2024**

**United States History 8**

**District Course Code:**

**CEDARS Course Code:** 04438

**Certificated Teacher:** Katie Schultz-Wetherington

**Grading:** A, B, C, D, F

**Course Description:**

**Writing for Change**

Students consider a scenario where their privacy is impacted at school as a result of social media posts. This helps students begin thinking about their rights in school and outside of school, and what responsibilities they have to their community. Students learn about the Supreme Court and its responsibility to interpret the Constitution. Then they explore constitutional controversies in the United States that highlight government actions taken to protect life and liberty to develop a response to the question: How should the government balance protecting life with protecting liberty? Students research one particular constitutional issue and develop a persuasive argument for change that they will present to an elected official.

**American West**

Students begin by sharing their own stories of migration as a way to connect their personal experiences to history. Then students investigate the push and pull factors that influenced people moving to and through the American West during the 19th-century. To understand the diverse experiences of people during this time period, students use primary and secondary sources to learn the stories of Native Americans, children on the Oregon Trail, Black pioneers, and immigrants who worked on the railroads, among others, as they consider the question: Whose stories must be told to understand migration to the West? Students develop a response to the unit-driving question in the form of an original graphic story that draws on relevant historical information to tell a story about migration to the West.

**The Civil War**

Students consider different arguments for and against the removal of Confederate statues to think about the connections between the Civil War and today. To understand what led to the Civil War, students compare the North and South and analyze perspectives on secession. They then examine the experiences of women, soldiers, and African Americans during and after the war as they respond to the unit driving question: How was life changing for Americans during the Civil War and Reconstruction? Throughout their study of the war, students explore the importance of historical accuracy and empathy by analyzing paintings of the time period. Working in teams, students combine art analysis with research into primary and secondary sources, and their own historical dramatization to create, curate, and present a living museum gallery that brings a specific period of the Civil War to life to engage and educate their audience.

**Text/Resources Provided:**

Educurious: Project America (Problem-based Learning)

**Online Resources:**

Canvas

**Common Core Standards Addressed In This Course:**

*Standards* - this course meets the State and School District grade 6-8 Social Studies Standards.

**Quarters 3 & 4:**

**Writing for Change**

* Civics:
	+ C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
* Economics:
	+ E2: Understands how economic systems function.
* Social Studies Skills:
	+ SSS1: Uses critical reasoning skills to analyze and evaluate claims.
	+ SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

**The American West**

* **Civics**
	+ C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
* **Geography**
	+ G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.
* **History**
	+ H1: Understands historical chronology.
	+ H2: Understands and analyzes causal factors that have shaped major events in history.
	+ H3: Understands that there are multiple perspectives and interpretations of historical events.
	+ H4: Understands how historical events inform analysis of contemporary issues and events.
* **Social Studies Skills**
	+ SSS1: Uses critical reasoning skills to analyze and evaluate claims.
	+ SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

**The Civil War**

* **Geography**
	+ G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.
* **History**
	+ H1: Understands historical chronology.
	+ H2: Understands and analyzes causal factors that have shaped major events in history.
	+ H3: Understands that there are multiple perspectives and interpretations of historical events.
* **Social Studies Skills**
	+ SSS1: Uses critical reasoning skills to analyze and evaluate claims.
	+ SSS4: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.

**Course Objectives:**

To pass this course, the student will demonstrate mastery of standards through assignments, projects and/or assessments:

**Writing for Change**

**By the end of Module 1, students will be able to:**

* Build consensus to write a summary of a shared position in response to a question related to the Constitution.
* Use their knowledge of the Constitution to explain their stance on its role in guiding our government.
* Use the criteria for Supreme Court cases to determine whether an issue is constitutional.
* Write an argument that uses claims supported with clear reasons and relevant evidence and includes a counterargument.

**By the end of Module 2, students will be able to:**

* Describe the events, key figures, and process of the Constitutional Convention.
* Create a poster that explains one of the preamble principles to the class.
* Describe how and why Hamilton advocated for industry protection during the early years of the United States.
* Describe the major divisive issues that arose during the Constitutional Convention and explain the compromises that resolved them.
* Summarize the meanings of sections of the Constitution in writing.
* Explain the meanings of a section of the U.S. Constitution to their peers.

**By the end of Module 3, students will be able to:**

* Describe the characteristics and beliefs of the Federalists and Anti-Federalists.
* Analyze the meanings in the Bill of Rights by applying them to a variety of scenarios.
* Present constitutional arguments and preamble principals using landmark Supreme Court cases.

**By the end of Module 4, students will be able to:**

* Write strong thesis statements that introduce and summarize their main arguments about their selected issues.
* Use their research to outline their letters to selected elected officials, including both arguments and counterarguments.
* Use their research to write complete letters to selected elected officials, including both arguments and counterarguments that are supported with evidence.
* Provide and receive feedback to revise and strengthen writing.
* Engage in effective discussion using arguments supported by evidence to build consensus around the answer to the unit driving question.

**The American West**

**By the end of Module 1, students will be able to:**

* Use drawing to depict the migration of myself or someone in my family.
* Reflect on how visual images convey information differently from written texts.
* Reason with classmates about similarities and differences among the values and ideas in traditional Native American stories.
* Analyze maps to describe the spread of human enslavement in the United States over time.
* Make predictions about how enslavement and people’s resistance to enslavement influenced migration to the American West.
* Map the expansion of the United States over time.
* Reflect on interactions between Native Americans and expeditions funded and led by the United States.
* Use evidence from this and previous lessons to justify claims about how Native Americans’ and explorers’ worldviews may have differed or clashed.
* Analyze key elements in the painting *American Progress* to evaluate the credibility of its account.
* Create a “bird’s eye view” panel depicting what Westward migration really meant to the diverse peoples of the United States and the West.

**By the end of Module 2, students will be able to:**

* Corroborate accounts of life on the Oregon trail by comparing primary and secondary sources.
* Synthesize primary and secondary sources to describe why Black pioneers migrated West.
* Read closely to find important arguments and evidence about a historical event.
* Synthesize primary and secondary sources to corroborate historical information about Irish and Chinese workers on the Transcontinental Railroad.
* Read closely to find important arguments and evidence about a historical event.
* Explain how the California Gold Rush and other pull factors motivated people to migrate West.
* Create a sketch of a person that allows others to understand that person's role in a historical story.

**By the end of Module 3, students will be able to:**

* Take the perspective of Native American tribal leaders deciding how to respond to U.S. government expansion and white settlement
* Describe key factors influencing the decisions tribal leaders were forced to make
* Analyze multimedia sources, including images, songs, and radio stories, to describe *Tejano* culture
* Make and justify claims about how *vaqueros* and *Tejanos* should be remembered
* Explain how the United States’ push into the West brought about the Mexican–American War
* Describe how the Mexican–American War impacted the diverse peoples of the West
* Evaluate key methods by which Abolitionists fought to end the system of human enslavement in the United States.
* Interpret primary sources documenting powerful Abolitionist ideas.
* Explain connections between the Abolitionist movement and migration to the American West.
* Identify a turning point in the history of migration to the American West and communicate that turning point in a landscape panel.

**By the end of Module 4, students will be able to:**

* Make and justify an informed argument about whose stories must be told when we study migration to the American West
* Draw on my learning and thinking from the unit to brainstorm ideas for a graphic story
* Draft a proposal for a graphic story
* Share ideas and deliberate with classmates to plan a high-quality, historically accurate graphic story about migration to the American West.
* Share and receive feedback on project storyboards to improve the quality of their graphic story plans.
* Collaborate with their teams to produce a graphic story that tells an historically accurate story of migration to the American West.
* Use self-evaluation, peer feedback, and the Graphic Story Rubric to improve their stories and designs through editing and revision.
* Reflect on and learn from the work of creating a graphic novel with a collaborative team.
* Reflect on what they have learned about the stories of diverse people migrating to and within the American West.

**The Civil War**

**By the end of Module 1, students will be able to:**

* Support their personal position on monuments with evidence from multiple sources in discussion and in a Quick Write.
* Demonstrate in a T-Chart their ability to interpret data from maps and graphs to understand the similarities and differences between the North and South and judge which side was better prepared for the war.
* Create a timeline of 10 key events and analyze the extent to which those events resolved or created tension between the North and the South, particularly in relation to the institution of slavery.
* Demonstrate understanding of key events that led up to the Civil War on the Lead-Up to the Civil War quiz.
* Write a mini-monologue that makes connections between perspectives on secession and people before the Civil War.
* Explain how museums can be structured and the different ways in which they convey information to visitors.
* Reflect on how historical monologues convey narrative details and information.

**By the end of Module 2, students will be able to:**

* Demonstrate understanding of key events and impacts of the early years of the Civil War through reading notes, discussion, and a quiz.
* Analyze primary sources for factors that influenced the perspectives of women during the Civil War.
* Write a postcard based on evidence from primary sources that represents a historically accurate perspective of a woman who lived during the Civil War.
* Analyze primary sources for factors that influenced the perspectives of soldiers during the Civil War.
* Write a letter based on evidence from primary sources that represents a historically accurate perspective of a soldier who lived during the Civil War.

**By the end of Module 3, students will be able to:**

* Analyze primary sources for factors that influenced the perspectives of African Americans after the Emancipation Proclamation.
* Support their ideas with evidence from primary sources while participating in a Socratic Seminar.
* Demonstrate understanding of key events and impacts of the Civil War through reading notes, discussion, and a quiz.
* Analyze the correspondence between Generals Grant and Lee to consider the impact of the Civil War on the United States today.
* Organize and support their ideas with evidence from primary sources while participating in a Socratic Seminar.

**By the end of Module 4, students will be able to:**

* Analyze the personal accounts of African Americans to understand their perspectives on what it took to succeed after the Civil War.
* Support their ideas about Reconstruction with evidence from primary sources during a Paired Reading activity and collaborative discussion.
* Demonstrate understanding of key events and impacts of the Civil War through reading notes, discussion, and a quiz.
* Apply what they know about the Reconstruction era to interpret the characters and conflict in a painting.
* Write a monologue supported by evidence from primary sources.

**By the end of Module 5, students will be able to:**

* Determine which events, sources, individuals, groups, and historical accounts are important to showcase in their museum gallery to represent a specific time period from the Civil War.
* Use historical research, chronological sequencing, and details from primary sources to write a dramatic monologue that presents realistic historical fiction from the Civil War era.
* Develop and strengthen their writing based on guidance and support from peers and teacher feedback during planning, revising, editing, and rewriting.
* Present their understanding of the Civil War, including well-chosen details based on primary sources and historical research, through a dramatic performance to an outside audience.

***Summative Assessments:***

Summative assessments for this course will be the end of unit projects. This assessments will include:

* **Writing for Change:** Students write persuasive letters to elected officials to advocate for change on political and social issues important to them.
* **Constitutional Issues CBA:** In a cohesive paper, students will state a position on the issue that considers both individual rights and the common good. They will provide background on the position as well as reasons for the position. Students will make explicit references within the paper to three or more credible sources that provide relevant information and cite sources within the paper and bibliography.
* **The American West:** Students create an original graphic story that draws on relevant historical information to tell a story about migration to the American West.
* **The Civil War:** The students create a Living Museum of the Civil War. Teams design galleries focused on a specific time period of the war, curate a section of paintings and artifacts from that period, and write original monologues based on primary sources to bring the paintings to life.

**COURSE GRADE REQUIREMENTS**

**Standards-Based Grading:**

Grading will be standards based. All assignments are expected to be completed to standard; this is a "B". "A" is exceeding standards; demonstrating a deeper and extended understanding of the material. If tests/projects do not meet standard they will need to be revised within the grading period.

**Formative Assessment – 20%:** This includes assignments that assess student learning of a concept and may be a worksheet, team projects, or a quiz.

**Summative** **Assessment- 80% of grade:** Students cannot earn a cumulative passing course grade without meeting standards which may be assessed by tests, essays, and/or projects. Assessments are directly tied to one or more standards.

**Make up/Retake policy**: All assessments can be resubmitted until the student demonstrates mastery of the content. Retake opportunities may require extra preparation.

**Grading Scale: This year we are transitioning to a 4 point standards based scale, similar to what is used in elementary school.**

| **22-23 CHALLENGER MIDDLE STANDARDS-BASED GRADING SCALE** |
| --- |
| **SBG SCORE** | **DESCRIPTION** | **LETTER ALIGNMENT** |
| **4** | **Exceeding Standards -** Consistently meets requirements for exceptional work related to course standards and demonstrates a deep level of knowledge and skill | A80-100 |
| **3** | **Meeting Standards -** Consistently meets most requirements for proficient work related to course standards and demonstrates grade level knowledge and skills | B60-80 |
| **2** | **Approaching Standards -** Consistently meets some requirements for proficient work related to course standards and demonstrates some grade level knowledge and skills | C40-60 |
| **1** | **Attempting Standards -** With or without consistent support student is making limited progress towards standards - progress report meeting required | D20-40 |
| **0** | **Insufficient Evidence -** With consistent help, no demonstration of key standards - progress report meeting required | F0-20 |

**Academic Honesty:**

We are here to learn and grow as scholars and as such strive to produce our best original work. As such, we will be exploring the concepts of plagiarism, cheating, and academic integrity throughout our courses and will treat each instance of academic dishonesty as a learning opportunity. All of us (adults and students) are expected to work under the directions and guidelines provided by each learning opportunity, assignment, and assessment to the best of our individual and unique ability. Should a student demonstrate a pattern of behaviors that show a pattern of academic honesty violations, progressive interventions including disciplinary action may apply.

Progress and course assignment/project completion will be evaluated at least monthly by the teacher.

**Classroom Expectations and Norms:**

**Expectation:**

If what you are doing: INTERFERES with learning, HURTS someone's heart, PREVENTS you from being your best self… You shouldn’t be doing it!

**Norms:**

* Everyone has the right to be heard.
* Be respectful while still being critical.
* No name calling.
* One person speaks at a time.
* Hold yourself and each other to high standards of excellence at all times.
* Have the humility to recognize that you do not know everything and that everyone can stand to improve.
* Recognize that everyone will start from different bases of knowledge.