

U.S. History & Geography

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COURSE DESCRIPTION

During the 2011-12 school year, students will focus on the people and events that were important to the development of the nation, from the formation of the country to the period of Reconstruction after the Civil War. Each unit of study will emphasize the importance of geography, government, religion, economics, and culture. Students will be required to participate in a rigorous curriculum that emphasizes *differentiated instructional lessons*. All students will be expected to be active learners - displaying critical thinking, participating in discussions, showing creativity, and delivering high quality work.

U.S. HISTORY AND THE ACADEMY OF MEDIA & DESIGN TECHNOLOGY

To thrive in a rapidly advancing technological world, with its ever-expanding knowledge base, students must be literate in information gathering and software applications. As part of the Academy of Media and Design Technology, students will explore information literacy (the ability to find needed information) and develop skills in word processing, spreadsheets, databases, presentation formats, web design, and multimedia to show what they have learned.

ATTENDANCE & PARTICIPATION

As we will be covering a large amount of information, irregular attendance will have a negative effect on your ability to succeed in class. The teacher reserves the right to base a portion of a students' grade on his/her regular attendance. In addition, students need to report to class on time, every day with a stocked binder, textbook, and any other required supplies.

EXPECTATIONS ON BEHAVIOR

All LAUSD and Hale Middle School rules/regulations will be followed at all times. Additionally, you are encouraged to observe the following guidelines if you wish to succeed in this class:

1. **Be on time:** You must be in class and in your seat before the bell rings. Anyone not seated will earn an unexcused tardy.
2. **Be ready to learn:** Have all required materials ready to use every day; pay attention during the lessons and take excellent notes; and, always follow the rules posted in the classroom and in the Hale *Pocket Planner*.
3. **Always show respect:** Impolite and inappropriate behavior will not be tolerated. All opinions, feelings, personal space, privacy, and property of others are to be respected at all times.
4. **Follow directions:** Listen to all instructions and make sure to write down the important information.
5. **Have fun:** Hey, you're stuck here anyway, might as well make the best of the situation so long as you follow the first four expectations on behavior.

CALIFORNIA SOCIAL STUDIES STANDARDS:

Throughout the school year, the students will cover the academic standards for social studies that the state of California requires. The eleven standards curriculum standards (and their sub-standards) have been given to the students in the form of questions. Students who are able to answer each of the questions should reach the performance level indicators of "advanced" or "proficient."



INSTRUCTIONAL GUIDE & PERIODIC ASSESSMENTS

The History/Social Science Instructional Guide provides the foundation for building a classroom curriculum and instructional program that engages all students in rigorous and dynamic learning. An important component of the Instructional Guide is the Secondary Periodic Assessment Program, which is designed to measure student learning and inform instruction. The intent of the Periodic Assessments is to provide teachers with the diagnostic information needed to ensure that students have received the instruction in the History/Social Science content specified by the California History/Social Science Framework and Content Standards, and to provide direction for instruction.

Each Periodic Assessment will consist of fifteen multiple-choice questions and one short constructed response item (SCR). The multiple choice items reflect the California Standards Test in structure, content, and skills. The constructed response items are designed to assess students' historical, analytical, and writing skills.

DISCIPLINE POLICY

Students who choose to exhibit inappropriate behavior and choose to disrupt the learning environment will be given consequences. Students who choose not to follow the posted classroom standards for behavior will receive the following "Three Strikes" disciplinary action in conjunction with the intervention procedures established by the Dean's Office:

1. Written warning issued to student and Behavior Reflection Form (Level I)
2. Written warning, Behavior Reflection Form (Level II), and phone call home to parents
3. Written warning, Behavior Reflection Form (Level III), referral and "U" on the quarterly report card

TUTORING

The opportunity to receive additional instruction is offered every Tuesday and Thursday during lunch to any student who feels he/she needs help. This time is also available to students who wish to complete any assignment(s) to get ahead or as make-up.

RETAKING TESTS

Any student that earns below a 60% on any test has the option of retaking that exam at any time during the semester. The retake may be taken as many times as the student chooses until a 70% is earned. The highest score earned between the original and retake will be entered in the grade book. Prior to taking the test, students must sign up. Test retakes are given on Tuesdays at lunch. **NOTE: The retake is a different version of the original test, but contains the same information.**

CONFERENCING/MEETINGS

Parents or students wishing to reach me may either call the school and leave a message or send a message via email. Parent-teacher conferences may be scheduled Monday - Friday at 7:30 am, or Monday, Wednesday, or Friday at 8:30.* Conferences may be scheduled for after school at the teacher's discretion.

* Does not take into account for minimum or shortened day schedules

ONLINE GRADES

Students and parents may check academic grades online. Grades will be updated every Friday after 5 p.m. Parents ask your child for the access code at the beginning of the second week of school or email for instructions.



California Social Studies Standards

These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. Mastery of these standards will ensure that students not only know the facts, but also understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come. (California State Board of Education)

The standards have been made into questions to better assist the students in understanding what it is they need to learn.

Standard 8.1 Students will understand the major events before the beginning of the United States that helped the creation of a country with a constitutional democracy

8.1-1 What was the connection between the moral and political ideas of the Great Awakening and the beginning of radical ideas?

8.1-2 What was the purpose of "government" in the Declaration of Independence?

8.1-3 How did the American Revolution affect other countries (like France) and groups like Native Americans?

8.1-4 How were the ideas of republicanism, classical liberal government, and English parliamentary traditions combined when forming state and national governments?

Standard 8.2 Students will break down the political ideas the Constitution was based on, the structure and purposes of the government, and the rights of citizens

8.2-1 What was the importance of the following in creating a government: the Magna Carta, the English Bill of Rights, and the Mayflower Compact?

8.2-2 What were the Articles of Confederation and why did they fail? How did the Articles and the Constitution reflect the ideas of the Declaration of Independence?

8.2-3 What were the major debates that occurred when writing the Constitution? How did the Founding Fathers solve each of these issues?

8.2-4 What ideas were outlined in the Federalist Papers? Who were the major people involved in the writing and ratification of the Constitution?

8.2-5 Why was Thomas Jefferson's Statute for Religious Freedom important to the debate on the separation of church and state as well as the First Amendment?

8.2-6 How was the government structured under the Constitution? What powers were each branch of government granted? What rights were guaranteed under the Bill of Rights?

8.2-7 Be able to describe: federalism, dual sovereignty, separation of powers, checks and balances, majority rule, and the preservation of individual rights.

Standard 8.3 Students will understand the development and ideas of political parties, and the ways in which citizens participate in government

8.3-1 What ideas from the state constitutions inspired American political ideas and institutions?

8.3-2 What was the importance of the Ordinance of 1785 and the Ordinance of 1787?

8.3-3 What are the benefits of a common market shared between the states? Why is trade between the states important? What was the need for a common type of money?

8.3-4 What was the outcome of the fighting between Alexander Hamilton and Thomas Jefferson?

8.3-5 What were the effects of Shays's Rebellion and the Whiskey Rebellion?

8.3-6 How are laws created? What are the ways the Constitution provides for citizens to participate in government?

8.3-7 What is the role and responsibility of the press?

Standard 8.4 Students will study the goals of Americans in government, economics, law, and the arts

8.4-1 What were the nation's geographic boundaries like during the terms of the first four presidents? How were government leaders divided during the same time period?

8.4-2 Why were the following speeches important: Washington's Farewell Address, Jefferson's Inaugural Address (1801), John Quincy Adams's Fourth of July Address (1821).

8.4-3 How did capitalism develop in the United States? What problems occurred as a result? 8.4-4 What was the daily life of Americans like in the early 1800s?

Standard 8.5 Students will break down the political and economic factors that influenced American relationships with Native Americans and foreign nations

- 8.5-1 What caused the War of 1812? What major battles occurred during the war? Who were the key figures in the war? How did the war end? What were the results of the war?
- 8.5-2 How did the nation expand during the early part of the 19th century? How did this growth affect the United States' relationships with Europe and Latin America?
- 8.5-3 What were the major treaties the United States government formed with Indian nations during the first four presidents? What were the outcomes of each of these treaties?

Standard 8.6 Students will trace the development of American society in the cities of the North with a focus on industrialization, immigration, the rights of black Americans, and the women's suffrage movement

- 8.6-1 Why was industrialization important to the states in the North? What inventions did Americans use and what were the effects on the geography and economy of the North?
- 8.6-2 What were the problems to building a network of roads, canals, and railroads?
- 8.6-3 Why did Europeans immigrate to the United States? What was the effect they had on the growth of cities and the economy?
- 8.6-4 What was life like for black Americans who had gained their freedom in the North?
- 8.6-5 How did education develop in the United States? What influence did religious and private schools have on public education?
- 8.6-6 What was the women's suffrage movement? Who were the leaders of the movement? 8.6-7 What were transcendentalism and individualism? What other themes in American art occurred?

Standard 8.7 Students will trace the development of American society in the South with a focus on agriculture and the importance of cotton, the origin of slavery, and the characteristics of white Southern society

- 8.7-1 How did a society based on farming develop in the South? How and why did cotton become so important at the Southern economy?
- 8.7-2 How did slavery develop in the Southern states? What effect did it have on the South's politics, economics, religion, and culture?
- 8.7-3 What was white Southern society like? 8.7-4 How did the lives of free blacks in the South compare to those in the North?

Standard 8.8 Students will trace the purpose, challenges, and motivations to expand into the West and the effects on the land, native peoples, and relations with foreign countries

- 8.8-1 Why was the election of Andrew Jackson in 1828 unusual? What was Jacksonian democracy? What was the effect of the spoils system, the veto of the National Bank, and the Indian removal policy?
- 8.8-2 Why did Americans want to expand westward? What was the importance of the Louisiana Purchase, the Lewis and Clark expedition, and Manifest Destiny?
- 8.8-3 What was life like for pioneer women? How did living in the West cause women to achieve a certain level of status? 8.8-4 What was the importance of the Mississippi, Ohio, Missouri, Columbia, and Rio Grande Rivers? Why was the fight over water important to the growth of the United States?
- 8.8-5 What were Mexican settlements like in the Southwest? How did their culture, economy, land-grant system, and attitudes toward slavery influence American expansion?
- 8.8-6 What caused the Texas Revolution and the Mexican-American War? What effects did the wars have on the geography of the United States and the lives of both Americans and Mexicans?

Standard 8.9 Students will understand the arguments for and against slavery, and the government actions taken to strengthen and weaken the institution

- 8.9-1 Who were the key individuals who led the movement to end slavery?
- 8.9-2 How did the states attempt to abolish slavery in their early constitutions?
- 8.9-3 Why was the Northwest Ordinance so important to the prevention of establishing slavery in new states formed north of the Ohio River?
- 8.9-4 Why was the slavery issue important during the annexation of Texas and the admission of California to the Union?
- 8.9-5 Why were the following important to the slavery issue: states' rights doctrine, the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the Lincoln-Douglas debates?
- 8.9-6 How were the rights of free blacks limited? In what ways were they prevented from participating in economic activities that would help them?

Standard 8.10 Students will study the geographic, political, economic, and social causes of the Civil War; the major events that occurred during the war; and, the key people involved in the war

8.10-1 What were the differences government leaders had over the issue of state versus federal authority?

8.10-2 What were the differences (geographic, economic, political) between the North and South?

8.10-3 Why were the ideas of nullification and secession threatening to the Constitution? What were the origins of these issues?

8.10-4 Why were many of the writings and speeches of Abraham Lincoln so important? (Focus on his "House Divided speech, the Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses of 1861 and 1865)

8.10-5 Who were the central figures of the Civil War? What was life like for soldiers during the war?

8.10-6 What advantages did each side have at the beginning of the war? What were the hardships each side had to overcome? What technological advancements were developed during the war? What were the major battles of the war? How did the Civil War come to an end?

8.10-7 How did the war affect soldiers and civilians? What happened to the physical landscape of the country at the end of the war? How would the Civil War influence wars in the future?

Standard 8.11 Students will break down the attempts to reunite the country after the Civil War and the results of those efforts

8.11-1 What were the original goals of Reconstruction? How did Reconstruction affect politics and society in both the North and South?

8.11-2 Why did former slaves leave the South? How did their experiences differ depending on what part of the country they moved to?

8.11-3 What were the effects of the Freedmen's Bureau? How did freedmen lose their rights and opportunities as a result of segregation and Jim Crow laws?

8.11-4 How and why did the Ku Klux Klan develop? What effects did the Klan have on Reconstruction?

8.11-5 What was the importance of the Thirteenth, Fourteenth, and Fifteenth Amendments?

8th Grade - United States History & Geography Course Outline

Course Introduction

September 7 - 9

UNIT 1: THE THIRTEEN ENGLISH COLONIES

The English Colonies

September 12 - 16

Colonial America

September 19 - 23

UNIT 2: THE ROAD TO INDEPENDENCE

Conflict in the Colonies

September 26 - October 7

The American Revolution

October 10 - October 21

UNIT 3: ESTABLISHING A MORE PERFECT UNION

Forming a Government

October 24 - November 4

The Constitution

November 7 - 30

UNIT 4: BUILDING A NEW NATION

Launching A New Republic

December 1 - 16

The Jefferson Era & Expanding Nation

January 9 - 20

MIDTERM REVIEW & EXAM WEEK

January 23 - 27

UNIT 5: THE NATION EXPANDS

National Growth

January 30 - February 10

The North & South

February 13 - 24

Jacksonian Democracy

February 27 - March 9

UNIT 6: CHANGES IN AMERICA

Spirit of Change

March 12 - 16

Reform in America

March 19 - 23

UNIT 7: THE AMERICAN FRONTIER

Expanding West

March 26 - April 13

Manifest Destiny and War

April 16 - 27

UNIT 8: CIVIL WAR & RECONSTRUCTION

A Divided Nation

April 30 - May 4

Civil War

May 7 - 25

Reconstruction

May 31 - June 3

FINAL REVIEW & EXAM WEEK

May 29 - June 1

UNIT 9: RECONSTRUCTION

Rebuilding the Nation

June 4 - 15

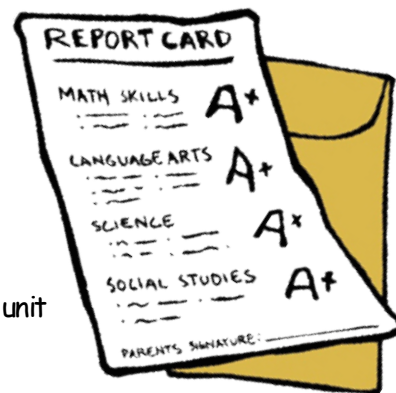


Grading Policies

LETTER GRADES & GRADE BREAKDOWN

Students earn points for all assignments, projects, quizzes, and tests. Each category makes up a percentage of the student's overall grade. Students are encouraged to keep all graded assignments, projects, and exams and to maintain a record of their points and percentage so that they know their letter grade at all times throughout the school year. **As a reminder, progress reports are sent home every five weeks.** The following is the standard grade scale used:

A	Outstanding Achievement	100 - 90 percentage points
B	Above Average Achievement	89 - 80 percentage points
C	Average Achievement	79 - 70 percentage points
D	Below Average Achievement	69 - 60 percentage points
F	Little or No Achievement	59 - 0 percentage points
I	Incomplete	0 - no recorded score



Grades in this class are weighted by category.

- Homework 20% 10 points each; usually two collected per week
- Class work 10% 10 points each; usually two collected per week
- Notes 20% 25 points for completed; collected at the end of a unit
- Tests/Quizzes 30% 100 points (test), 10 points (quiz); every Friday
- Papers/Projects 20% 200 points each; 2 assigned per semester
- Participation 10% 50 points; given at end of quarter

WORK HABITS & COOPERATION MARKS

Students earn marks for the ways in which they demonstrate their readiness to learn and ability to work in a classroom.

E - indicates that a student consistently meets or exceeds the expectations for his/her grade level. Students must have few or no absences, no trancies or tardies, no more than two missing assignments, no incomplete assignments, no copied/shared work, all required materials, and are always prepared.

S - indicates that a student regularly meets the expectations for his/her grade level. Students have few absences, no trancies, no more than three tardies, no more than four missing assignments, no copied/shared work, required materials most of the time, and are usually prepared.

U - indicates that a student does not meet the expectations for his/her grade level. Students have excessive absences or trancies, more than three tardies, five or more missing assignments, fails to complete a test or project, turns in copied/shared work, frequently lacks materials, or is never prepared.

ACADEMIC DISHONESTY

Cheating or plagiarism on **any** assignment or exam will not be tolerated per the rules and regulations of LAUSD and Hale Middle School. Any student caught cheating or submitting work that is not their own will not receive credit for the assignment, will be referred to their counselor, dean, or administrator for disciplinary action, and will have their parent(s)/guardian notified.

NOTIFICATION OF FAILING GRADE

Written notification shall be sent to parents whenever the student is in danger of failing or not meeting grade level standards. In no case shall a failing grade be assigned if the parent has not been notified in writing in advance that the student is in danger of failing. Sufficient time within the grading period will be provided in order for the student to meet the class requirements. **Per district and school policies, progress reports are sufficient notification of a failing grade.**

Required Materials

In order for students to succeed in this class (and in school), they **must** be organized. To help them accomplish this, they will be required to bring the listed material to class every day. Failure to bring required to class will negatively affect your grade.

How?

First most (if not all) will be used every day. Second, you can't complete the work without pen, paper, etc. Third, the participation portion of your grade includes points for bringing the required materials to class. Students who habitually do not bring their required materials to class will have their parents notified.

An Important Note About Textbooks:

As the financial future of the school district is unclear, it is extremely important that the students help in taking care of the remaining materials the school has available. Therefore, **all students will be required to have a cover on their textbooks by Friday, September 16.**

DAILY MATERIALS

- Spiral notebook (w/ college-rule paper)
- Pen and pencil pouch/case
- Black or blue pens
- Red pens
- Highlighters (any color)
- Pencils
- Erasers
- 1- 2" 3-ring binder
- 2.5- 3" 3-ring binder (AVID requirement)
- Dividers for binder (AVID requirement)

ADDITIONAL MATERIALS

- Colored pencils or crayons
- Dictionary
- Thesaurus
- Stapler
- 3-hole punch
- USB flash drive
- Computer



Assignments & Projects

Every assignment that is given to the students is important because they provide students the opportunity to understand specific historical information and grasp the themes in U.S. history. Homework, class work, and projects are assigned to reinforce the information that has been read from the texts or presented in class. All assignments tie together various lessons, prepare students for future lessons, provide information for tests, and help students develop self-discipline, responsibility, and organizational skills.

Guidelines for completing assignments:

- All assignments will be completed **on time**. Full credit **will not** be given for any work turned in late. A **50% deduction** will be given for the assignment when it is not turned in on time. Once a unit has been completed, the late assignment will not be accepted.
- All work when turned in will be neat, complete, and display a student's **best effort**.
- Incomplete, sloppy, or work that shows a minimum amount of effort **will not** receive full credit.
- **WARNING:** Extremely sloppy work will be returned to the student and points will be deducted until he/she turns in work that meets stated guidelines for acceptable work. Papers that are ripped or torn, have drawings or scribble marks, have smudge marks, and/or have excessive white out corrections or blacked out words, **will not** be accepted.
- Effort is not the only measure for which grades are determined. Students will be required to be accurate when completing all assignments to earn the maximum amount of points possible.

The following may occur for those students who choose not to complete assigned work:

- Overall grades will be lowered, possibly eliminating participation in any extracurricular activities and rewards.
- Any missing assignments in a semester will automatically remove a student from being able to complete extra credit assignments.
- Excessive missing assignments will be documented and communicated to parents/guardians.
- Parents will be asked to sign the Pocket Planner or other form of documentation.
- Students may receive detention (Nutrition, Lunch, after-school) or be referred to their Dean or Counselor.

Guidelines for students who missed completing assignments due to absence:

- Late work will only be taken to make up for **excused absences**. Students with an excused absence have the number of days they were absent to make up any missed work. It is the student's responsibility to retrieve and complete make-up work before the make-up due date.
- If a student misses a quiz or test due to an unexcused absence, he/she will make-up the exam the day they return to class. If a student misses a quiz or test due to an excused absence, he/she will have two days to make-up the exam.

Student Rights & Responsibilities

The LAUSD outlines the conduct of students in Section 300 of Title 5 of the California Code of Regulations (see page 8 in the Parent-Student Handbook). However, I've noticed how many students tend to think that they are entitled to a lot and don't think they have to give back to the class. With this in mind, I have created a list of rights to which the students have (free of charge) and a list of responsibilities they are accountable for.

Your Rights

1. A guarantee of **fair and equal treatment**. You will be treated the same as every other student in the class no matter what. Your gender, skin color, nationality, religion, where you live, how you dress, who your friends are, etc. will not determine how you will be treated by the teacher or other students.
2. A guarantee to **learn in a safe classroom environment**. You will not be injured in any way - physically, emotionally, or psychologically - while in the classroom. Threats of any kind will not be tolerated. Additionally, your personal property is protected and will be left alone and undamaged by others in the room.
3. A guarantee to **listen to others and be heard**. You will respect the rights of your fellow classmates and any guests to the classroom when they are speaking. You will listen quietly, and they will do the same when you are speaking.
4. A guarantee that **your opinions, feelings, personal space, and privacy will be respected**. Unkind remarks will not be tolerated by anyone.
5. A guarantee to **learn in the classroom**. You are to have every opportunity to learn and complete work without distraction. Lectures, discussions, group work, and independent work will proceed without interruptions by inconsiderate or disruptive students.
6. A guarantee to **learn what it means to be a responsible and successful student**. Guidance and direction are meant to aid you as a student and a citizen of this school community. Make positive choices that include:
 - a) You know how to learn, study, and complete work. Use those skills to your advantage.
 - b) There is always a reason for homework being assigned; complete it on-time and always give effort that reflects your best or goes above-and-beyond.
 - c) Your business is your own and should be kept to yourself. Anything that does not have to do with the curriculum of the class should not be discussed while class is in session.

Your Responsibilities

1. You will **treat others with consideration**. Everyone in the class is unique and brings something different to the classroom. Make sure to value them and their contributions.
2. You will **help in making the classroom safe**. The classroom safety rules are meant to protect you and your classmates from injury. Make sure to follow them at all times.
3. You will **participate in all classroom activities in an appropriate manner**. As a student in this classroom, you are required to listen, speak, read, write, and think. These will be done in a way that is suitable for the assignment (although, exceeding the basic standards is always better).
4. You will **respect everyone in the classroom**. Your fellow classmates, teacher, substitute teachers, and guests are all entitled to your respect at all times.
5. You will **learn**. Every day you will do everything that needs to be done to be a successful student. This includes: coming to class on time, being prepared for class by having all the necessary materials, paying attention, completing your assignments, and not participating in behavior that distracts you or others.
6. You will **exceed the basic performance level standards**. Your goal for this class is to reach the "proficient" or "advanced" levels. To do this, you will need to push yourself on every assignment, ask questions when you don't understand, sign up for tutoring, and never give up.
7. You will **make positive choices**. You will need to make decisions and act in certain ways that make you a better student and a better person. Do not bow to peer pressure because it's the easier thing to do; sometimes the hard choices need to be made to make you stronger.