**Mr. Hartnett**

**8th Grade American History**

**Elizabeth Forward Middle School**

**Classroom Syllabus**

**Contact Information:**

E-mail: shartnett@efsd.net & shartnett@go-efsd.net

Classroom Phone: 412-896-2335 Extension = 7782

**Course Description:**

The purpose of this course is to introduce the 8th grade to early American History. 8th Grade American History will span through major events from the first Americans migrating to North and South America and will conclude with the Reconstruction of the New South following the American Civil War.

 Students will investigate the “pre-Columbian” civilizations and will discover how Europeans explored the Americans and established their own civilizations. The course will also analyze the causes and effects of these settlements in North and South America.

The course will then focus on the foundations of colonies by the English and the chain of events that leads into Independence and the creation of the United States of America. Students will examine the early challenges that faced the newly created nation. One of these challenges was the creation of a new government, which produces the United States Constitution.

 The birth of a new nation comes with many problems and tribulations. This course will look at the different leaderships and events throughout the course of our history. It will conclude with the devastation of the American Civil War and the process of rebuilding the United States.

 Starting on the first day of school, students will be assuming the role of historians! Students will be actively investigating and engaging in a variety of different sources, both primary and secondary, to develop a better understanding and appreciation of the early history of the United States of America.

**Classroom Throughlines:**

Classroom Throughlines are overarching understanding goals. These goals will extend through the entire course and will focus students on BIG understandings. The Classroom Through lines for American History Class are:

1. How do historians use primary sources to construct meaning about the past?
2. How do historians construct logical arguments and effectively communicate them in speech and writing?
3. How do we know what we know about things long ago?
4. How does our historical past make us who we are today?

**Classroom Rules**

We will create a list of classroom rules together, but for now the rules are the following:

1. Follow directions.
2. Be respectful of others (teachers and other students).
3. Be punctual and prepared for class.
4. Always strive to do your best.

**Anti-Bullying Rules**

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

**Grading Scale:**

A: 90-100% D: 60-69%

B: 80-89% F: 59 or below

C: 70-79:

**Tools for Class**

1. The American Journey textbook (on iPad)
2. iPad
3. Book cover (if you choose to take an actual text book)
4. Pencil or pen (black or blue ink)
5. Stylus Pen

**Grades**

1. Homework
2. Participation & Classwork
3. Quizzes
4. Tests
5. Projects

**iPad Rules:**

The iPad will be used **EVERY DAY** in American History Class. It is vital that you come prepared with your iPad because American History is essentially a paperless class. The iPad rules for the entire eighth grade:

1. Bring **charged** iPad to class each day.
2. Use school apps only.
3. Keep iPad face down on desk when not is use.
4. Keep iPad flat on desk when in use
5. Use your iPad to be creative and successful.

**Attendance:**

Please refer to the Elizabeth Forward School District’s attendance policy, located in the student handbook. If an absence is excused, then students will receive the same amount of days to turn in any missed work. Homework, classwork, or assessments that are due during an unexcused absence will not receive credit.

**Cell Phone Policy:**

Please refer to the Elizabeth Forward School District’s electronic devices policy, located in the student handbook. Cell phone use is not permitted at Elizabeth Forward Middle School. If a cell phone is brought to school, it must be turned off and kept secured in the student’s locker. All cell phones will be taken to the office if they are used during class or in the hallway. It is the parents’ or guardians’ responsibility to pick up the cell phone for their student.

**Code of Conduct:**

Please refer to the Elizabeth Forward School District’s Code of Conduct, located in the student handbook. Students should become familiar with the levels of conduct, examples, and the disciplinary responses that are listed within the Code of Conduct.

**Homework Policy:**

Students will only receive full credit if homework is turned in at the beginning of the period on the day that it is due. If homework is turned in at the end of class, end of the day, or the following day, then students will earn 50% of the possible points. Homework more than one day late will not receive credit.

**Tardy Policy:**

Students are expected to be on time every day. After three accumulated tardies, students will receive a detention and an additional detention for any further late arrivals to class.

**iPad Policy:**

Students are expected to bring their iPads to class every day, fully charged. The iPad will be used for **EDUCATIONAL** use only during class. Students who play games, access social media, or open any other non-educational applications will:

 1. Have the iPad confiscated by the teacher for the class period.

 2. Have the iPad confiscated for the entire school day.

 3. Have the iPad confiscated for the entire day and over night.

 4. Have iPad privileges taken away for a time period determined by Team 8-1 teachers.

**The Seven Habits of Highly Effective People:**

Throughout the school year, students will be exploring the seven habits of highly effective people. These seven habits were developed by Dr. Stephen Covey and represent a principled-centered approach for solving problems in personal and professional settings. These seven habits are:

 1. Be Proactive

 2. Begin with the End in Mind

 3. Put First Things First

 4. Think Win-Win

 5. Seek First to Understand, Then to be Understood

 6. Synergize

 7. Sharpen the Saw

**Student and Parent/Guardian Signature Form**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Contact 1** | **Contact 2** |
| **Name** |  |  |
| **Relationship to Student** |  |  |
| **Mailing Address** |  |  |
| **Preferred Phone Number** |  |  |
| **E-mail Address** |  |  |

If necessary, how do you prefer to be contacted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any additional comments, questions, or concerns?

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I have read and understand the course expectations, requirements, and grading policy. I agree to abide by our collaborative rules and follow procedures within the classroom.

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I have read and discussed the syllabus and course details with my son/daughter.

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*Parent/Guardian Signature Date*