

8th Grade History Class Syllabus

**Teacher Contact Information**

Lyndsey Nauman

Room: 205

Office hours: 8am-4pm M-F

Email: Lyndsey.Nauman@stjca.org (please allow 24 hours for response)

Phone number: TBD

Website: TBD

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**Textbook:**

There is no textbook for this class, instead primary source materials will be provided to the students throughout the year for reading, analysis, and historical writing purposes. Students will be expected to file these materials in their history folders.

**Course Description and Goals**

This course introduces students to modern world history. Topics include World War II, British Empire, People’s Republic of China, Cold War, Korea and Vietnam, Civil Rights, and the Middle East and Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world history. Students will be expected to demonstrate an understanding of historical chronology by mastering the knowledge of historical narrative of WWII to the Iraq War; interpret and apply data from original documents; use historical data to support generalizations and interpretations; and effectively use analytical skills of evaluation, cause and effect, and comparison.

**Grading:**

* + 40% Tests
	+ 40% Papers
	+ 15% Class work and homework
	+ 5% Class Participation and Preparedness

**Tests will be given at the end of every unit and are cumulative.**

**This class will be Writing Intensive. Students will be practicing their historical writing daily in a journal. They will also be responsible for a short 1-2 page paper monthly.**

**Papers may be graded by both Mrs. Nauman for historical content and an English teacher for grammar and quality. By allowing this cross-curricular cooperation, we ensure that the curriculum does not create unrealistic expectations for the students.**

**Classroom Policies and Procedures**

1. ***Papers are due at the beginning of class on the Due Date*.**  If you turn your paper in late, your grade ***will be*** docked by one full grade including weekends.

***Each of your papers must:***

1. Be **Stapled**

2. Be double-spaced

3. Be in 12-pt Times New Roman Font

4. Be Word-processed

5. Meet the length requirement

6. Be Spell-Checked (do not rely heavily on your program’s Grammar Check)

7. Use MLA Pagination and Format

8. Have all outside sources cited internally and in the Works Cited page (when applicable)

1. **GRADING SCALE**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | % Range | Quality Points | Description |
| A | 90-100% | 4.0 | **Outstanding Progress/Mastery**Work exceeds the requirements of the assignment at an exemplary level. Work demonstrates independence, good judgment, thoroughness, and originality. Assessment is clear, coherent, interesting, understands the needs of the audience, and demonstrates mastery of the conventions explored through this course. |
| B | 80-89% | 3.0 | **Above Average Progress/Mastery**Work meets the requirements of the assignment and is progressing towards mastery. Work is interesting and complete, showing firm understanding, and good judgment. May need some improvement in terms of organization or focus, but is mechanically sound and conveys the student’s ideas/understanding in an effective manner. |
| C | 70-79% | 2.0 | **Proficiency (Competence)**Work just meets the requirements of the assignment. Writing/assessment is rough, conveying the student’s ideas/understanding, but lacks focus, thoroughness, or contains errors to a distracting extent. Shows a basic understanding of conventions but mastery of skill is still lacking. |
| D | 60-69% | 1.0 | **Passing**Work is disorganized and falls short of the requirements of the assignment. Work does not properly address the assignment or fails to adhere to grammatical and structural standards. Poorly organized and shows little understanding of concept presented. |
| F | 0-59% | 0 | **Failing**Work does not address the assignment. Understanding is unclear and shows no understanding of the concept presented. |

1. **CLASS PARTICIPATION*:*** To facilitate critical thinking, reading, and writing, I encourage dialogue and argument; thus, all ***thoughtful***comments will be entertained. The rule here is simple: ***show respect***.
2. **ATTENDANCE*:*** Daily attendance is essential for the learning process. In my class, your success depends on the quality of your work and your participation. Students will not be allowed to leave the classroom once class has started except in the case of an emergency. Students will be given three bathroom passes per quarter; once they are used, the teacher can refuse the student’s request.

***\****Please review student handbook for the policy regarding ***excused*** absences and make-up work.

1. **PARENT CONTACT AND CONFERENCES:** I welcome parent and student conferences. When a parent conference is requested, please keep in mind that all teachers from the upper school will be notified and may attend. Any correspondence that is sent home with a student from Mrs. Nauman will be in a ***sealed envelope***.
2. **LATE PAPERS*:*** ***All assignments are due at the beginning of class in class****; anything turned in later is considered late*. For every day late, your essay will lose ten points, including weekends. All other assignments will be given a zero. You will not be able to make up the assignment for half or partial credit.
3. **ACADEMIC HONESTY**: St. Johns Classical Academy takes academic dishonesty, or plagiarism, very seriously. Using someone else’s work as your own without careful citation is always unethical and, at times, illegal; conversely, letting someone else use your work is also unethical. Academic dishonesty is a serious offense and will result in your receiving a zero for the plagiarized assignment. Please refer to your Family and Student Handbook pages 44-45, if you have any further questions.
4. **RULES WORTH REMEMBERING*:*** I believe you are all responsible individuals and will know how to behave in a classroom. That said, I expect you to treat everyone with kindness and respect. Below please find my classroom procedures:
	1. Arrive to class on time and ready to learn.
	2. Bring all required assignments and materials to class each day.
	3. If there is a Bell Ringer, work on it immediately.
	4. Follow instructions **the first time** they are given.
	5. Any books or materials not in use must be placed under your desks.
	6. Treat EVERYONE with respect.
	7. Raise your hand before speaking.
	8. Do not speak out or raise your hand when others are speaking.
	9. Respect all ideas given in class and do not criticize anybody's ideas or thoughts.
	10. Participate responsibly in classroom activities and discussions.
	11. Take effective notes to prepare for tests and essays.
	12. Always stay on task.
	13. Clean up after yourself.
	14. Pack up to leave after teacher has granted you permission to do so.
	15. Leave when dismissed, not when it’s time to go.
	16. Always do your very best!

**Course Outline**

*\*\*Syllabus is subject to change at teacher’s discretion*

FIRST SEMESTER

World War II: The Western Front

* Hitler: invasion of Poland, Soviet Union, Holocaust
* Notable battles
* D-Day
* Yalta Conference

Breakup of the British Empire

* Ireland
* South Africa
* India

Creation of the People’s Republic of China

* China under Europe: Opium Wars
* Communist take-over
* Physical features, population, social and economic characteristics

The Cold War

* Origins and the Korean War: Truman Doctrine, NATO, the “Iron Curtain”
* America in the Cold War: McCarthyism, Eisenhower, Kennedy, space exploration
* Culture of the 1950s and 60s

The Civil Rights Movement

* Segregation: *Plessy v. Ferguson, Brown v. Board of Education*
* Montgomery Bus Boycott
* Southern resistance
* Martin Luther King, Jr., Malcom X
* Civil Rights Act of 1964

SECOND SEMESTER

The Vietnam War

* U.S. involvement
* Anti-war protests
* Watergate scandal

The Rise of Social and Environmental Activism

* Feminist movement
* Cesar Chavez
* American Indian Movement
* Environmentalism

The Middle East and Oil Politics

* Geography
* Egypt, Israel, Turkey
* League of Nations
* Creation of Israel
* Arab-Israeli Wars
* Persian Gulf War
* September 11, 2001 and Iraq War

The End of the Cold War

* Détente
* Breakup of the USSR and geographical consequences
* Legacies of Soviet policies
* China under Communism

Contemporary Europe

* Toward European unity
* Conflict and change in Central Europe
* Geography

The End of Apartheid in South Africa

* Background: British and Dutch colonialism, Boer Wars
* Nelson Mandela

Geography of Canada and Mexico

**PLEASE RETURN THIS PAGE TO THE TEACHER**

As the parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I acknowledge that by signing this page I am verifying that I have read the syllabus and the procedures and understand the consequences listed within the pages.

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**Parent/Guardian Signature Date**

Please list any special concerns you would like me to know about your child:

Parent/Guardian Phone Number(s):

Parent/Guardian Email(s):

If you have any questions or concerns, please do not hesitate to contact me at

Lyndsey.Nauman@stjca.org