

September 5, 2017

Hello Parent(s)/Guardian(s):

I am Mrs. Lisa Dawson your eighth grader's United States History teacher. I began my career as a high school teacher in another school district. One of the best decisions I've made in my life was accepting a job offer many years ago here at East Middle School.

Please review the attached United States History Course Outline, and Supply List. **Parents, complete the student- return form on the last page, due no later than Friday, September 8th.** Should you have any comments, concerns or questions about the outline or about your student's progress at any time during the school year please feel free to leave a message on my voice-mail at (248) 426-1070. For your convenience, if you are running short on time and would like to e-mail a concern/comment/question regarding your student's progress, my address is [lisa.dawson@farmington.k12.mi.us](mailto:lisa.dawson@farmington.k12.mi.us).

**Open House** is scheduled for Thursday, September 7th from 6:00 p.m.-8:05 p.m. I also look forward to an exciting year with our students and to speaking with you individually at fall conferences, scheduled for October 25<sup>th</sup> and 26<sup>th</sup>.

Sincerely,

Mrs. Lisa Dawson

**Mrs. Dawson's American History**

**COURSE OUTLINE**

**Pre- Advanced Placement  
United States History: 1754-1877  
8th Grade**

**Teacher:** Mrs. Lisa Dawson

**Room:** 119

**Hour:**

**Time(s):**

**Conference/Prep Period:** 6<sup>th</sup> Hour (Best time to call): 1:40-2:32

**Email:** lisa.dawson@farmington.k12.mi.us (Very convenient for quick responses.)

**Voice Mail#:** (248) 426-1070

**Homework Website:** <http://lisadawsonclassroom.weebly.com>

**Overview:**

**Pre-Advanced Placement United States History**

This course introduces students to the history of the United States from the Articles of Confederation to the end of the 19th century. Using primary and secondary sources, they explore time and place in nineteenth century America. Beginning with the political and intellectual transformations that preceded the Articles of Confederation, students review the ideas and principles that form the basis of our constitutional republic. Students further their understanding of American government from an in-depth study of the United States Constitution and the evolution of the government created during its first century. Students explore the challenges faced by the new nation and the role of political and social leaders in meeting these challenges. Students also analyze the nature and effect of territorial, demographic, and economic growth in the 19th century. They analyze and evaluate early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence for all. In studying the Civil War and Reconstruction, students evaluate multiple causes, key events, and complex consequences of the war and its aftermath. Students are introduced to some of the major changes in American society in the last part of the 19th century as they explore large scale changes over time in the development of the United States. As students examine contemporary public issues during the course, they explore connections to issues of the past. Throughout the course, students learn to use historical evidence to both support historical arguments and to construct historical narratives.

## Power Standards for 8th Grade U.S. History Units at East Middle School

### U.S History Teachers:

Lisa Dawson  
Mike Ehinger  
Ninoska Wiltse

### Units:

Revolution and the New Nation (1754-1800)

Expansion and Reform (1792-1861)

Civil War and Reconstruction (1850-1877)

### Goal:

All 8th grade students will complete work and demonstrate growth based upon the following power standards taught/emphasized within each of the three major units.

- *Read and explain the meaning of the map/text.*
- *Explain the meaning (point of view, context, bias, frame of reference, perspective) of a source/document.*
- *Write what you think or mean about...*
- *Say what you think or mean about...*
- *Draw or create an image of what you think or mean...*
- *Present (peer, small or large group) an argument with evidence.*
- *Create and ask questions in order to study, explore and discover facts and information about...*
- *Form/draw a new idea or conclusion based on the (graph, table, map, text, graphic, image)*
- *Find, organize and explain the meaning of information from a variety of sources.*
- *Use resources in multiple forms and from multiple perspectives to reveal and discover new information about (an issue).*

- *Explain with details a political issue. Students will collect, explain information about that issue and create/justify possible solutions.*
- *Take a clear stand on a political issues; weighing multiple sides and use core democratic values and constitutional law to explain your claims.*
- *Create or make an argument that justifies the reasons a historic law was created and carried out. Support with evidence.*

**Evaluation of Power Standards Driven Goals:**

The 8th Grade U.S. History Teachers will utilize the following scale to evaluate (grade) student progress towards achieving power standard based goals.

**Power Standards Evaluation Scale**

Level	Academic Achievement	Citizenship/Behavior
4	Student has demonstrated complete mastery of learning target beyond expectations.	Student consistently exceeds behavior expectations.
3	Student has demonstrated complete mastery of learning target at expectations.	Student consistently meets behavior expectations.
2	Student has demonstrated some, but not complete mastery of learning target	Student meets behavior expectations most of the time.
1	Student has demonstrated little or no mastery of learning target	Student meets behavior expectations some of the time.
0	Student has made little or no attempt to demonstrate mastery.	Student rarely meets behavior expectations.

**Textbook:**

Appleby, Brinkley, McPherson. **The American Journey**. (2005) National Geographic Society.

**Throughout the year:**

- Note-taking Skills
- Reading Strategies Skills
- Map Skills
- Chapter quizzes
- Unit exams
- Chapter and unit projects
- History journal topics and essays
- Special short and long-term projects
- Computer research
- **Binder checks: The entire student's portfolio/binder will be evaluated once per semester. Select sections of the binder may also be evaluated periodically within each quarter. Students will be given a checklist of assignments to arrange in order within a five day period.**

**Supply List Requests:**

Please bring the following items to class with you daily. **Hall passes will not be given to retrieve supplies.**

- a) 3-ring, 1 or **1½** -inch binder with inside front and back pocket and outside plastic front and back covers (Please see samples in class. Any color will do.)
- b) 6-subject dividers ( preferably made of **paper or card-stock**) with tabs for the following 8 categories
  - 1) **Classwork**
  - 2) **Notes**
  - 3) **Study Guides**
  - 4) **Graded Papers**
  - 5) **Other**
  - 6) **Loose-leaf**
- c) loose-leaf paper
- d) blue or black ink pens

- e) pen/pencil case with colored pencils, pens, highlighters plus a mini hand-held hole puncher if possible
- f) textbook
- g) East Middle School Planner

### **Classroom Rules:**

- 1) Follow directions the first time they are given.
- 2) Come prepared to class with all necessary materials.
- 3) Be respectful. Avoid teasing, name-calling, or arguing.
- 4) Keep hands, feet and other objects to yourself.
- 5) In order to leave the classroom, you must have your planner.
- 5) Pay attention and stay alert. Keep your head up at all times.
- 6) Use class time wisely. Work when it's time to work.
- 7) Use the proper heading for all assignments.

### **Classroom Policies:**

1. Read the contents of the whiteboards and SMART screen upon entering class daily. Contents include several categories: announcements, lesson objective(s) the day's agenda, homework and reminders.
2. Write all necessary homework/reminders in your planner daily.
3. Upon return from an **absence**:
  - a) Go over to the assignment table in the designated section of the classroom.
  - b) Pick up an agenda checklist from the appropriate folder for the day(s) you missed. Read the list and complete all tasks on it.
  - c) Retrieve all pertinent worksheets/ copies of notes/handouts from the tray that match the day(s) of the week you missed.
  - d) You will have the same amount of nights to complete the assignment than those who were present. If you borrow typed copies of notes from an absent tray, copy them in your own handwriting at home and return the borrowed packet to the appropriate absent tray at the beginning of the next class session.

4. Turn in all current, late or absent work **in the designated labeled** spots at the beginning of your scheduled class period.
5. Some assignments this year must be typed/computer generated. Please print all portions of these assignments at home/in the media center/at a friend's or family member's home, etc. **Please do not email me any portion of any assignment.**
6. East's school-wide **tardy policy** will be enforced:  
**1st incident** Verbal Warning,  
**2<sup>nd</sup> incident**- Tardy Caution Slip sent home to be signed by a parent,  
**3<sup>rd</sup> incident**- After-school Detention assigned,  
**4<sup>th</sup> or more incident**- Office Referral (In-School Suspension).
7. The **same four step procedure** as listed above will be applied to students who **forget supplies.**

### **Grading.**

- Grades are posted on the internet program MI-STAR/Parent Portal **at least** once per week, thus, feel free to check the program as often as necessary.
- **Procedure** for correcting teacher errors on MI-STAR: The student will have the opportunity to submit an **already graded assignment** in class and inform Mrs. Dawson of the error at the beginning of the period during announcement time.
- Halfway through semester, parent(s)/guardian(s) should expect to receive a progress report card grade via the internet program, Mi-Star/Parent Portal.
- At the end of each semester, student achievement will be based upon dividing the total number of points earned by the total maximum number of points possible.

### **The middle-school district-wide grading scale is as follows:**

A= 90%-100% B= 80%-89% C= 70%-79% D= 60%-69% F= 59%-0%

### **MI- Star/Parent Portal Grading Program**

Over the summer, parent(s) received a letter informing them of the district's internet grading program, MI-STAR/Parent Portal. The letter contained parent(s) user name(s) and password(s) to gain access to your grades. If your parent(s) need a copy of the letter, have him/her/them to obtain it from the guidance office at (248) 489-6238.

### **Late Work Policy:**

Late regular assignments and projects will be accepted one school-day late and beyond for a maximum of **80%** credit. If the chapter review assignment is not completed by the day it's checked or reviewed in class, the student will be allowed to complete the assignment as the class reviews the answers and submit it for **minimum credit**. Thus, the student will still have the opportunity to study accurate answers in preparation for tests and quizzes. As per Social Studies Department policy, any assignment that has not been submitted by the completion of a unit will receive a zero, which cannot be made up at a later date.

**Incomplete Assignment(s)** will be returned for completion by the next class session. The abovementioned Late Work Policy will then apply upon submission of the assignment(s).

### **Mrs. Dawson's Classroom Website:**

Assignment listings, project due dates along with test dates will be updated on Mondays, usually for the entire week. Feel free to check the following website 2-3 times weekly in case there are any additions, deletions or postponement of due dates:

<http://lisadawsonclassroom.weebly.com>

**The next page must be completed and signed by a parent or legal guardian before or no later than \_\_\_\_\_.**

**Students please do not complete the form yourselves.**

**Keep the rest of this packet in the "Other" section of your binder for the remainder of the school year.**



Dear Mrs. Dawson:

I have read the contents of the Course Packet for **United States History**. Thus, with a clear understanding of the aforementioned requirements, I will do my best to encourage my son/daughter to successfully pass this course.

Print your eighth grader's first and last name:

Print your first and last name:

Work number:

Home phone:

Cell phone:

Parent's Email address:

Parent's signature:

Comments/Concerns (if any):