

8A United States History

Teacher: Russell Hatch
Course syllabus 2006 – 2007

Welcome to the eighth grade and to your history class. I am very excited to have the opportunity to help you learn about history this year. This syllabus provides many of the expectations, procedures, and information that will be important for you to know in order to have a successful school year.

Description: U.S. History in eighth-grade covers the earlier half of the nation's history, through the end of The Civil War and Reconstruction. We begin with some review of human migration and pre-European societies. This course, however, will not simply look at facts, dates and names from the distant past, we will also be looking to see how these events from the past are related to trends and patterns in our present and more recent history. For example, when we cover the formation of government and the constitution, we will examine how these things work and are important today, in our modern politics.

This course also focuses on the importance of perspective in history and how there are many sides to each story. Students will be challenged to evaluate many opinions on each topic in order to decide what they personally believe. Students will find history is a very complex and controversial subject once you leave the safety and straightforwardness of conventional textbooks. All opinions and ideas are welcome and encouraged to be expressed in the classroom. We learn the most about ourselves by learning all we can about others.

This class is not a text-based class, although we will have text books and will use them from time to time.. Most assignments are drawn from a variety of sources including films, audio tapes, articles, primary and secondary sources, poetry, speeches, maps, art, works of historical fiction and non-fiction, and others. Work is primarily project-based and will require students to utilize time both in and out of class.

Classroom Expectations: In order to maintain an emotionally and physically safe environment in the classroom, the following are expected of each student at all times.

- Respect others verbally, and physically
- Respect yourself verbally and physically
- Respect the environment and all materials

These three expectations are very basic and will be easily attained and remembered by everyone. In order to insure that respect is shown to all people and the environment at all times, I have established a few general classroom procedures that will be followed throughout the school year.

Procedures:

Entering the classroom – In this classroom there is a “threshold” policy. This means that once you cross from the hallway into the classroom, you are making a choice to end your hallway behavior and to begin your classroom procedures. Entering the classroom involves all of the steps below.

1. Enter the classroom walking, and quietly.
2. Pick up your binder from the shelves as soon as you enter.
3. Insure that you are prepared and that your pencil is sharpened
4. Be seated and begin working on your Do Now.
5. Remain seated and quiet while the class works on the Do Now.

If you are not *seated* and *working* on the Do Now when the bell rings, you are tardy.

Exiting the classroom – Exiting the classroom involves all of the steps below.

1. All materials and furniture must be returned to their designated place.
2. Any trash must go in the waste basket.
3. All binders must be placed on the shelves and straightened by the “binder minders.”
4. All students must be seated in their **assigned seat**.
5. Mr. Hatch will dismiss the class when all of the above steps are sufficiently met.

Note: The bell is **not** mentioned in the exiting procedure. The bell **does not** dismiss the class; this is Mr. Hatch’s job.

Instructional & Individual Work Time – These times are when Mr. Hatch is speaking to the class as a whole or when you are working on an individual assignment. During this time the following behaviors are expected.

1. Remain in your seat.
2. Pay attention to Mr. Hatch; minimize distractions to yourself and others.
3. Follow directions completely, and the first time they are given.
4. Raise your hand to get Mr. Hatch’s attention or to get up.
5. Remain in your assigned seat unless otherwise instructed.

Group Work – Throughout the year you will be working in groups, pairs, or participating in class discussions/activities. During this time the following behaviors are expected.

1. Remain in your seat or group.
2. Pay attention to Mr. Hatch; minimize distractions to yourself and others.
3. Follow directions completely, and the first time they are given.

4. Raise your hand to get Mr. Hatch's attention or to get up.

Consequences: Meeting expectations and following procedures is essential to creating a safe and positive learning environment. As young adults a lot is expected of you in the classroom. Choosing to not meet expectations or following procedures will result in the following.

First Breech – warning from teacher

Second Breech – For the second breech any or all of the following may result.

- The student may be required to move to another location.
- The student may be required to complete group work as an individual.
- The student may be required to forfeit use of materials and resources if used in an inappropriate manner.
- Mr. Hatch will contact parents/guardians either by phone or contact form.

Third Breech – The student will be sent to the “Time Out” in the ISS room to complete a reflection on his/her behavior.

Fifth Breech – Referral to the administration.

Other Information/Policies:

Grading – All grading in this class is based on total points possible. Some assignments are worth as few as 20 points and some will be worth as much as 400 depending on how involved they are.

Late Work – If you turn work in late there are penalties. They are as follows.

One day late – 25% reduction in total points possible

Two days late – 50% reduction in points possible

No late work will be accepted after the second day.

Excused absences are not considered late. Two days are granted for each day missed to complete make-up work.

Yellow Slips – In order to turn in **any** assignment on a day after it is due, you must attach yellow slip to the front of the assignment (located by the baskets). Late work without a slip will not be accepted. Even make up work must have a yellow slip; you will simply indicate on the slip that you are turning in the assignment as make up work from a day missed.

Missed Work – If you miss a day of school it is your responsibility to do each of the following (Mr. Hatch will not do this for you and will not remind you):

1. Look at the calendar on the “What Did You Miss?” board **on the day you return** and write down any assignments in your agenda.
2. Find any handouts and/or directions you need from the folders by the calendar.
3. Ask Mr. Hatch any questions you have about the assignment and arrange a day for your make-up work to be due (2 make-up days for each day missed is the standard agreement, other needs and accommodations will be considered on a case-by-case basis).
4. Turn in all make-up work by the date determined, remembering to include a **yellow slip**.

In addition to having all assignments on the “What Did You Miss” board, the course web-site also includes information on projects and major assignments (see details below).

Course Website:

To help keep students organized and parents/guardians informed about the most major assignments and projects, Mr. Hatch has developed a website to help you. All large projects are posted on the website for parents to review and for students to have as a back up to their copy handed out in class. Some other major assignments will be posted as well. Small daily assignments **will not be posted** on the website, but are kept on the calendar on the “What Did You Miss?” board. The website is accessible to students on class computers before at lunch, during advisory, and at other times with given permission. Web access is also available in the library. Parents and guardians are urged to review the web site often from home, work, or public computers.

Adobe Acrobat Reader is required to view most material on the site; it is available as a free download by clicking a link on the web page.

Web Address: <http://www.geocities.com/hatchhistory8a>

Or you may access it from the 8A main page at <http://www.geocities.com/capshaw8a>

Please note: All information on the website is provided to students on paper in class. The website simply provides back up copies of certain items. Access to a computer or internet at home is **not** necessary in order to be successful in this course, there are other tools to help you.

Because students are given access to computers at school, they will be expected to print out additional copies of materials that they need. Mr. Hatch will **only provide one** paper copy to each student.

Agendas and Accordion Folders:

Agenda – Each student is required to bring their agenda to class on a daily basis. All class work and homework must be recorded in the agenda and students should write long-range due dates into their calendars. **Parents/guardians should review their student’s agenda with the student as often as possible and ask their student about the assignments recorded in it.**

Accordion Folder – Each student is required to bring their accordion folder to class each day. Assignments, directions, completed work, and the agenda all belong in the accordion folder. **Parents/guardians should ask students to share the contents of the accordion folder with them regularly.**

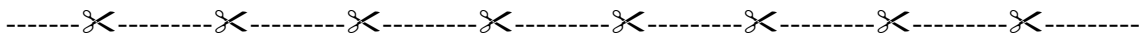
Food and gum – You may only have water in the classroom.

All other school and district rules and regulations apply in this classroom at all times (outlined in the code of conduct).

Contact Information: If you have questions or concerns please contact me at:

Capshaw Middle School
351 W. Zia Rd.
Santa Fe, NM 87505
505-467-4300

Email: rhatch@sfps.info



Please sign and return this portion of the syllabus to Mr. Hatch.

By signing I am indicating that I have read and understand the expectations, procedures, and policies in Mr. Hatch’s class.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____