

## **Coach T.'s Overview:**

I have always been asked this same question, “why do we need to study history, why is to know the past important to me?” Many individuals with that sort of attitude towards history will say that it promotes nothing more than pure memorization on the part of the student. I am not going to say that there are not teachers out there that focus too heavily on the factual aspect of history, which is an unfortunate thing since the subject offers so much more beauty. Of course, studying past people, events and facts is one facet of historical study but not the sole one. If students can better understand the past then it will ultimately help them in becoming better citizens. Being able to appreciate different people and societies will allow the students to see the world with a more of an open mind and heart consequently preventing them from possible narrow minded thinking that unfortunately plagues way too many people today. History can also provide the person with a true identity and moral understanding. Who am I and where did I and my family come from? These are all questions that history can easily answer. Studying historical documents and writings can also facilitate the student in developing certain skills such as assessing diverse sources of information, reading, writing, and interpreting various forms of historical data. The list of history's importance can be a long one but in the end we, I, would like the subject to provide students with the opportunity to enjoy storytelling at its best, enhance their critical thinking and allow them to develop into the best human beings they can possibly become since they can understand why the world is the way it is today... because of its past history!

This class will focus on the chronological events in U.S. history from its conception through Reconstruction. As with my class last year, the study of facts and dates are important to me but not as important as being able to understand the **impact** of various events in history. If a student isn't quite sure when Washington came into office (1789) but can tell me why he was important to U.S. history, then I will be happy! (A key to students' success in my class) ☺

This class will be reading and writing intensive. I will require that my students do their homework just like I am required to do mine. It is hard to have discussions when half the class has not done their part. If that simple requirement is completed, coupled with good note taking, good study habits and a genuine effort, success will come naturally.

## **Comal ISD Overview:**

College and Career Readiness U.S. History for 8th grade is designed for all students. The course utilizes Pre -AP strategies which develop the skills, habits of mind, and concepts needed for higher level thinking. Students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of science and technology on the development of the U.S. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS. Students may choose to independently complete a history fair project based on the NHD guidelines and to participate in history fair competition.

## Outline:

\*We have approximately 36 weeks of lessons and 21 chapters to cover. Some chapters are more important and extensive than others. So, this is a rough outline that will change!

<u>August-September:</u>	<b><u>Unit 1: American Beginnings and Unit 2: Colonies in the Americas</u></b> The World before the Opening of the Atlantic, The Age of Exploration, New Empires in the Americas, The English Colonies, and Life in the English Colonies
<u>October-November:</u>	<b><u>Unit 3: The Colonies Break Free and Unit 4: A New American Nation</u></b> Conflicts in the Colonies, The American Revolution, Forming a Government, Citizenship and the Constitution, and Launching the Nation
<u>December-January:</u>	<b><u>Unit 5: Building a Strong Nation and Unit 6: A Changing Nation</u></b> The Expanding Nation, A New National Identity, Industrial Growth in the North, Agricultural Changes in the South and New Movements in America.
<u>February-March</u> <u>April-May:</u>	<b><u>Unit 7: The Nation Expands West, Unit 8: The Nation Breaks Apart and Unit 9: A Growing America</u></b> Expanding West, Manifest Destiny and War, A Divided Nation, The Civil War, Reconstruction and The West.

## Coach T.'s Classroom Rules and Consequences

### RULES

#### 1. RESPECT!

### Consequences

SEE SBMS LADDER POLICY SHEET.

1. Warning: "Immediacy".
2. Parent Contact.
3. Detention Hall.
4. Parent Contact (Team Meeting with AP).
5. Office Referral (ISS/OSS).



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