



# 8A US HISTORY SYLLABUS



House A Teacher: Mr. Dabbs

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Blog - <https://www.houstonisd.org/pinoak>

Click on "Academics," then "8A"

Tutorials: Thursdays - 7:55-8:25am, or by appointment with a pass

## What is this class all about?

History is stories about people. We live in a country of diverse people with many stories to tell. How did things get to be as they are (for better or worse), and how can the stories of the past help us make better choices about the ones we're writing for the future?

## "The Rule" and Consequences:

HISD and Cluster A rules and regulations apply at all times. In addition to those, I have ONE citizenship rule that guides my class. I call it **The Rule**. I will model how students can follow The Rule throughout the year.

**No one has the right to interfere with the learning, safety, and well-being of others.**

**Consequences:** (like in baseball)

**Strike 1** - verbal warning from teacher and redirection of focus^^

**Strike 2** - student may need to move to sit at a "refocus zone" with the assignment; student will have option to return to their desk after refocusing; call home^^

**Strike 3** - student will move to/continue to sit at "refocus zone" with the assignment; student will no longer have option of returning to their desk during the class; call home; additional teacher or administrative discipline may apply^^

**\*Automatic Out** - same as strike 3, but student has automatically chosen the consequence based on serious violation of "The Rule." Students get a fresh "count" each day, but students with frequent Strike 1s may require additional teacher or administrative discipline.^^

^^Repeated choice of behaviors leading to strikes will also result in cuts in your conduct grade.



## 10 Daily Responsibilities:

- 1) Be on time, in your assigned seat, and prepared for class when the bell rings.
- 2) Enter the classroom only when you have been invited; exit only when dismissed.
- 3) Respect and honor the teacher, your classmates, the classroom, and yourself.
- 4) Observe posted directions, learning objectives, assignments, and reminders.
- 5) Raise your hand and wait to be called upon or for getting out of your assigned seat.
- 6) Use class time wisely to complete all tasks on-time, to the best of your ability.
- 7) Use classroom materials and equipment with respect and clean up after yourself.
- 8) Eat, drink, chew, and groom only with permission.
- 9) Follow "The Rule" at all times, as well as POMS/HISD rules, including the dress code.
- 10) Use "please" and "thank you" and smile often. ☺

## Supply List for US History:

- 1 x composition book (CB)
- pens and pencils
- 1 x pack of 12 map colors
- a consistent place to store & access assignments & HW, like in your accordion folder
- planner for documenting assignments and HW

## Expectations

My classes will follow the **CHAMPS** program, which provides a common language outlining expectations for all activities. When CHAMPS are posted, students are responsible for following them. See above for consequences.

**C (Conversation)** - volume and how students are expected to converse in class

**H (Help)** - how to receive teacher support with an activity

**A (The Learning Activity)** - what students are expected to be working on during class time

**M (Movement)** - where students are expected to move during class time

**P (Participation)** - how students are expected to participate in the activity

**S (Supplies)** - materials (books, papers, colored pencils, etc.) that students need to successfully complete the activity

## Grading Policy: Grades Types and Weights

Category	Assignments	Weight
Major	Unit Tests and Corrections, Projects	40% (2-3 per 6 weeks)
Daily	Classwork, Check Points, Quizzes, Vocabulary, Review Activities	50% (10+ per 6 weeks)
Homework	Five Alive, Quizlet Practice	10% (varies)



## Late Work Policy

– Due dates for classwork and homework will be clearly communicated to the students. If a classwork or homework assignment is not turned in by the assigned due date, the grade is subject to a 20% penalty up until the unit/chapter summative assessment. If the work is turned in after the summative assessment date, the grade will be subject to a 50% penalty. Missing assignments will be designated as MSG in Gradespeed until they are turned in and have been graded. Three late or missing assignments will result in a lowered conduct grade.

- Check Gradespeed early and often.

**Pin Oak Middle School**  
**Grade 8 U. S. History (1607-1876) Syllabus**

**House A: Colin Dabbs    House B: Sarah Archer    House C: Joan Linsley**

Unit	Lesson Title	Unit	Lesson Title
<b>1</b>	<b>“For the Good of the Colony,” or Exploration and Settlement of the 13 Colonies (1607-c.1750)</b>	<b>6</b>	<b>“Don’t Give Up the Ship,” or Challenges of the New Republic (1787-c. 1830)</b>
1A	Gold, God, Glory: Why did Europeans Explore and Colonize the Americas?	6A	Presidents Setting Precedents: What were the Foreign & Domestic Policies of Washington & Adams?
1B	“To Plant the First Colony:” How did the settlement of Jamestown and Plymouth mark the beginning of British colonization in North America?	6B	Fight For The Right to Party: What Were the Origins of Political Parties in the United States?
1C	“For the Honour of our King and Country:” What ESPN factors led to the growth of 3 regions and 13 British Colonies?	6C	Jefferson, the LA Purchase, Madison, and the Empire Strikes Back: What caused the War of 1812?
1D	Geographic Factors: How did Geography Affect Settlement in the 13 Colonies?	6D	The Effects of the War and the Monroe Doctrine: Was this really an “Era of Good Feelings?”
1E	“A Civil Body Politic:” What were some examples of Roots of Representative Government?	6E	Washington’s Farewell Address vs. the Monroe Doctrine: How do Early US Foreign Policies Compare?
<b>2</b>	<b>“Don’t Tread on Me,” or the Causes of the American Revolution (c. 1750-1776)</b>	<b>7</b>	<b>“American Progress?” or Industrialization, Westward Expansion, and America’s First Era of Reforms (1800-1850)</b>
2A	Mercantilism: How did Britain Control the Economies of its Colonies?	7A	Industrialization and Urbanization: How did Innovations Make the Nation Go and Grow Faster and Farther?
2B	Stamps, Sugar, and Tea: Was Taxation Without Representation Really Tyranny?	7B	The Age of Jackson and Indian Removal: Was this Era Democratic or a Dictatorship?
2C	Liberty or Death: Why and How did America go from Rebellion to Independence?	7C	Manifest Destiny: How did an Idea about Settlement to the Pacific lead to OR, TX, and a War with Mexico?
<b>3</b>	<b>“These Are the Times That Try Men’s Souls,” or Fighting the War for Independence (1776-1783)</b>	7D	The Times They Were a Changin’: What was America’s First Era of Reforms and Who led these Movements?
3A	Repeated Injuries: What is the main idea of the Declaration of Independence?	<b>8</b>	<b>“A House Divided,” or Slavery, Sectionalism, &amp; States’ Rights - the Causes of the US Civil War (1820-1861)</b>
3B	The Crisis: What were the major Turning Points while Americans were Fighting the War for Independence?	8A	Sectionalism: How did Regional Differences affect Economics and Ways of Living and Working?
<b>4</b>	<b>“Join, or Die,” or Problems &amp; Solutions during the Critical Period (1777-1787)</b>	8B	Abominations: Why did Failed Compromises and Trouble Over Tariffs lead to Tension in the US?
4A	The Critical Period: How did War Debt & the Articles of Confederation Lead to More Rebellion?	8C	Purged with Blood: How did Slavery in the West, Dred Scott, and John Brown cause the Civil War?
4B	We the People: What were the Compromises reached at the Convention over Ratification?	<b>9</b>	<b>“A New Birth of Freedom,” or The US Civil War and Reconstruction (1861-1876)</b>
<b>5</b>	<b>“A More Perfect Union,” or The Constitution, Bill of Rights, and the Responsibilities of Citizenship (1787-present)</b>	9A	Of the People: How did the Union and Confederacy Compare in the Early Years of the Civil War?
5A	Securing the Blessings of Liberty: How does the US Constitution provide a plan for government?	9B	By the People: What Were Major Turning Points and Who were Significant Figures of the US Civil War?
5B	A Redress of Grievances: How are The Bill of Rights and Amendments supposed to protect citizens?	9C	For the People: What were the Major Effects of the End of the Civil War, & the Perils of the Reconstruction Era?
5C	Establishing Justice: What are 3 Landmark Cases that define the power of the Supreme Court?	<p align="center"><b>For weekly agendas, due dates, access to online resources, and Unit pacing, please see the 8a Blog on the POMS Middle School.</b></p>	