Virginia Fitzgerald 2016-2017

* email -

[vfitzgerald@rochester.k12.mi.us](file:///C%3A%5CUsers%5Cvfitzgerald%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CRKCLD33L%5Cvfitzgerald%40rochester.k12.mi.us)

* website -

connected to district/West website - [http://www.rochester.k12.mi.us/pages/333/west](http://www.rochester.k12.mi.us/pages/333/west%20)

under School Menus on Toolbar/Classroom News in drop down/ Mrs. Fitzgerald

<http://vfitzwest.weebly.com/>

Course Outline - 8th grade American History

**Text**

Prentice Hall *America: History of Our Nation – Beginnings Through 1914*

book issued to students and available online through website

**Units of Study**

Based on the State of Michigan’s Grade Level Content Expectations for 8th grade social studies and linking to 10th grade American History and A.P. U.S. History

* Review and extension of 5th grade Colonial and Revolutionary America studies, focusing on -
	+ Physical Geography, Natives, European Activity in North America
	+ Regions of the colonies - geographic, social, economic, and demographic characteristics
	+ Governmental Roots and Colonial Governments
	+ Political and intellectual transformations that lead to the declaring of and fight for independence
* New Nation
	+ Creating New Governments
* Expansion and Reform –
	+ Challenges faced by the emerging nation
	+ Regional and economic growth
	+ Reform movements
* Civil War and Reconstruction
	+ The coming of the war
	+ The war itself
	+ Reconstruction

**Goals**

Students will

* become familiar with the settings of major events through narratives and visuals.
* examine biographical information to understand how events affected people and how individuals influence events.
* examine both primary and secondary resources and understand the difference between the two types of resources.
* examine major decisions: identifying and analyzing factors that influenced them, discussing alternate courses that might have been possible, exploring their relationship to the core democratic values, and analyzing the costs and the benefits.
* examine the movement of goods, people, and ideas into and out of the United States and between regions within the United States to come to an understanding of how and why the movement occurred.
* become familiar with the connections between the U.S. and other world regions and to understand the causes and consequences of those connections.
* describe the essential beliefs and ideas that led to the Declaration of Independence and to the Constitution and became the foundation for our civic life, politics and government.
* understand the ideas of the rule of law and limited government and see how these ideals protect individual rights and serve the common good.
* become familiar with the goals and purposes of our government as set forth in the Preamble to the Constitution and explain how the government as created by the Constitution meets those goals.
* describe the delegation of powers to the government within the Constitution.
* explain how the powers of government are limited by the Constitution and how the Constitution is maintained as the supreme law of the land.
* identify and describe disparities between the ideal of equality and the practices of the United States from 1763 and 1877.
* examine influences on markets, supply and demand, and prices.
* describe how entrepreneurs were encouraged by incentives and profits to take risks.
* describe the roles of economic institutions within the U.S. economic system: corporations, businesses, households, labor unions, financial institutions, and the government.
* describe the role of the government in regulating commerce.
* develop skills in organizing, interpreting, and analyzing information about the United States from maps, graphs, charts, tables, and pictographs.
* compose informational and persuasive constructed responses expressing understanding of and an opinion on public policy issues.
* understand how culture and experiences may shape a person’s position on an issue.

The course will strive to balance disciplinary content knowledge, processes, and skills to form a foundation for high school social studies coursework.

Historical thinking skills will be specifically named and applied throughout our studies:

* context - connecting something to its time and place in history
* causation - identifying why something happened and what its impact was
* periodization - identifying the characteristics of a time period and the turning points that led to new periods
* continuity and change - examining what remained the same and what changed over a given period of time
* comparison
* synthesis - making connections and comparisons with other aspects of our knowledge

Specific skill areas will be emphasized to support students in improving these skills:

* Discussion
* Creation and Analysis of Non-written Displays of Information - e.g. maps, graphs, charts, tables, political cartoons
* Note-taking
* Writing - composing clear, detailed, accurate and well-structured responses to prompts concerning topics our class activities should have prepared them to handle, using conventions of writing appropriate for 8th graders in these writings
* Reflecting Information Learned on Tests and Quizzes
	+ Preparing for and Taking Quizzes
	+ Preparing for and Taking Tests
* Primary (v. Secondary) Source Work – comfort with language, analysis using knowledge from studies, answering short answer questions, using as support in document-based essay

**Grading**

All graded work will be within seven skill area: discussion, data displays, notes, reflecting information learned on tests and quizzes, working with primary sources, and writing. Each skill area will be introduced one-at-a-time at the beginning of the year.

Every example of work will be graded on a 10 point scale based on whether the work demonstrates the characteristics of success in that skill area. The students will develop the list of five key qualities of successful work in each skill area through discussion.

10 - mastery/above and beyond - all qualities shown

9 - excellent - 4 of 5 qualities shown

8 - good - 3 of 5 qualities shown

7 - basic - 2 of 5 qualities shown

6 - below basic expectations - 1 of 5 qualities shown

5 - not currently demonstrating this skill or no qualities shown

Grades will be posted on MyRCS which has this note as to the above scale, so students and parents can assess current progress. But the class grade will not be figured mathematically by the program. Parents will thus see n/a, for not available on the Thursday emails but can see all individual grades by clicking on the class in the email and entering MyRCS directly. At progress report and marking periods, students will self-assess and I will assess their progress based on their level of performance in the skill areas. This grade will be then posted as a current progress grade.

If a trend toward improvement in a skill area or in skills overall can be perceived, achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged. If the number of qualities demonstrated in a skill fluctuates or the overall performance based on different skills varies, the average will be used.

Students will not retest or redo work for a higher grade, though they may do so for their own goals, as students can improve their grade by focusing on achieving the qualities needed in future work.

**Late Work**

* Timeliness of work will be considered a given quality of all work, as a student who takes twice as long or more to complete what other students completed in the assigned time could obviously produce work of greater quality.
* Late work will be accepted and assessed on the above scale with one point removed for the greater amount of time taken.
* I collect work directly from each student individually standing right at the front of a short three person row. I add a student's name to a list of work not turned in right as I stand there if it is not passed forward. I use this list to ask students about missing work personally for 3 days after. An NHI (not handed in) is posted in a timely manner so students and parents can use MyRCS to check for missing work.
* Though grades are emailed home on Thursdays, parents and students with timeliness issues should check daily by signing onto MyRCS themselves.
* Late work should be handed in directly to me only, and the student should watch me check their name off the list.
* Assignments are posted on the website daily and due dates made clear, so absent students are only given the required time for make-ups.
* Work that is handed in *excessively* late, far past the our study of the topic and after ample opportunity for notification of the work being out, will be given no more than a 7 out of 10.

**Supplies**

* ***lined loose-leaf paper***
* ***pencil***s - I have excellent hand-held sharpeners in the room. I get mine from the art store for $1.50. It makes a great point and is quiet. Students could also buy one and thus have to buy plastic, throw-away pencils and always have the ability to sharpen their own in the pencil pouch!
* ***blue or black*** ***pens***
* ***red checking pens***
* ***ring-binder*** with pockets - the pockets help until the student can sort papers into the rings. There is a three-hole punch on the room and many handouts will be already punched. I will be supporting keeping materials in order as we go through a unit and doing a quick table of contents for materials as a way of keeping track of expected areas of developing knowledge and skill
* **ultra-fine Sharpies**
* **a thick Sharpie**
* **double-stick tape or glue**
* **a good eraser that won’t smear**
* **colored pencils (NOT markers)**

These are just suggested.

Rochester Schools must supply all necessary supplies for curricular course work if a student is unable. This does not mean that a student should show up with nothing. Students should let me or a counselor know if they have any problem with supplies before supplies are needed. The necessary supplies will be provided based on the need shown, then the student will bring them to class daily as do the other students.

It is important for students to bring their supplies to class either way for three reasons:

* Bringing their supplies builds responsibility.
* Students who come to class without supplies disrupt our ability to move into work while we get them set up, either asking me to stop and get them the needed materials or taking them from other students.
* The district gives students a limited budget to stock the room with extra supplies for special work for all the school hours of the year, so supplies taken by students take away from that budget or the budget of the teacher herself or the other students.

Please remove and sign the bottom portion of this sheet to let me know you have received this.

Student Name

Parent Name

Parent Signature

Questions or comments can be emailed to me at vfitzgerald@rochester.k12.mi.us.