Virginia Fitzgerald 2018-2019

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  + connected to district/West website - [http://www.rochester.k12.mi.us/pages/333/west](http://www.rochester.k12.mi.us/pages/333/west%20)
    - on front page in "Classroom Resources" Symbaloo

Course Outline - 8th grade American History

**Text**

*America: History of Our Nation – Beginnings Through 1914 -*  issued to students and available online (link on website)

Click here for [Link to Textbook](https://sso.rumba.pearsoncmg.com/sso/login?profile=snp&k12int=true&service=https://www.pearsonsuccessnet.com:443/snpapp/login/login.jsp) - Username - hartgrade8, Password - rochester8

**Units of Study**

Based on the State of Michigan’s Grade Level Content Expectations for 8th grade, reviewing some 5th grade material and leading toward 10th grade American History and A.P. U.S. History

* Review and extension of 5th grade Colonial and Revolutionary America studies, focusing on -
  + Regions of the colonies - geographic, social, economic, and demographic characteristics
  + 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 principles, 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 as well as problems that have been encountered in reaching these 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, pictographs and primary and secondary readings.
* compose informational and persuasive constructed responses expressing an 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
* comparison
* continuity and change - examining what remained the same and what changed over a given period of time
* synthesis - making connections and comparisons with other aspects of our knowledge

**Skills necessary for future academic success will be taught, modeled, and graded to support growth in these skills:**

* Note-taking - the identification of Main ideas and Supporting Details in a reading and recognition of the structure of that reading, the creation of materials for study
* Discussion
* Primary and Secondary Source Analysis - sourcing, contextualizing, and corroborating
* Creation and Analysis of Non-written Displays of Information - e.g. data displays, maps, class presentations, photos, editorial cartoons
* Writing - composing well-structured, accurate, detailed, and clear responses to prompts concerning topics within the state curriculum that our class activities should have prepared them to handle
* Preparing for and Taking Information-based Tests and Quizzes

**Grading of Skills for Growth**

* Specific qualities needed for success in skill areas will be brainstormed with students.
* Grading sheets are created that list five key qualities that were brainstormed. Students receive a copy of the grading sheet, and it will be posted on the website. The qualities are modeled and taught.
* Work will be graded on a 10 point scale:
  + 10 - mastery/above and beyond - all 5 qualities shown
  + 9 - excellent - 4 of the 5 qualities shown
  + 8 - good - 3 of the 5 qualities shown
  + 7 - basic - 2 of the 5 qualities shown
  + 6 - below basic expectations - 1 of the 5 qualities shown
  + 5 - not currently demonstrating this skill - no qualities shown
* Students will get a grading sheet noting which qualities they achieved and which they need to work to achieve.
* The first grade in a skill area will be posted but will not affect the final grade. Students can use this grade as feedback to know what to focus on working to improve.
* Students will not redo the same 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.

**Blank grades v. NHI**

* If a grade is blank in Synergy, it means the work was collected but not yet graded.
* NHI will appear if work was not handed in.

**Late Work**

* If a student has not completed an assignment , I have them fill out a Late Work Contract to hand in instead.
* I will scan this and email it to the email addresses on file as an attachment, with the goal of the contract motivating the student to complete the assignment and parents being able to support the student. It is not punishment.
* Late work will be accepted and marked down 10% , as we have often discussed the material and so the work will no longer reflect individual thinking.
* I am also trying to help students develop the habit of turning work in on time, as the high school policy is 50% for one day late, no credit if later than one day.

**Missed Work due to an Absence**

* Absent students are given the required time for make-ups, as stated by district policy.
* Absent student should go to my website, read the description what was done in the class they missed and examine materials posted. They should not arrive the next day and ask, "What did we do?", when they had the ability to find out.

**Extra Copies**

* Extra copies are always available in the classroom.
* The website has most material available for download, exceptions usually are due the paper size being too large for a home printer.

**Suggested Supplies**

* ***8 folders with pockets all of the same color dedicated just to this class* -** A table of contents for the material in a unit will be displayed for students to guide them in keeping this material in their folder in order for study during a unit.Student will be encouraged to take a folder home at the end of the unit and store it, then bring a new folder for the new unit. The stored folders can then be safely stored at home for review for semester finals.
* ***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!
* ***red checking pens***
* **ultra-fine Sharpies**
* **a thick Sharpie**
* **double-stick tape, glue, or rubber cement**
* **a good eraser that won’t smear**
* **colored pencils (NOT markers)**
* **index cards**
* **a paper grocery bag for covering their book**
* **Kleenex to donate to the class**

These supplies are ***suggested*** as they are commonly used.

Rochester Schools must provide 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 teachers a limited budget to stock the room with supplies 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.