8th Grade American History

Room 205

2nd PERIOD

Monday-Thursday – 8:49-9:38

Friday – 8:45-9:30

MR. FERNAU

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INSTRUCTIONAL METHODS:

**Methods of Instructions:** Why U.S. history? The story of our past is of the utmost importance, we must understand where we have been and what we have done. History is not just “the boring stuff in books about old dead dudes!” History is living; it is what we did yesterday and what we may do in the future.

I will use **lecture** as an informative way to explain unfamiliar material to you. I will also divide the class into **small groups and partners** so you can discuss an issue(s) and topics I will present to you. Throughout the year I will use **videos** that pertain to the topic we will currently be studying. Most likely these videos will be **documentaries** (a factual video narrated by a historian), but I may show a fact-based fictional movie that portrays a certain topic very accurately.

The **World Wide Web** will be utilized for gathering information on a subject and/or assignment. This allows you to further acquaint yourselves with the Internet as a source for learning and exploring numerous sources that our school and this text cannot provide.

Your book will be used extensively, so **please use a book cover** to help the books last a long time. **Reading is a must** in this class - so please read the pages I assign. As you will find out, I assign a short number of pages to read, however, if you procrastinate, the amount of pages to read will get out of control, and I will check by giving quizzes!!

COURSE REQUIREMENTS:

TEST: A test will be given at the end of each chapter/or objective. There will be a minimum of fifteen (15) tests, in addition to two (2) Quarterly Test and two (2) semester tests that will be given before Christmas break and Summer Vacation. All tests may consist of a selection of Multiple Choice, True/False, fill-in-the-blank, vocabulary matching, short answer and essay.

**Anyone will have the option of to retake a test (besides Quarterly and Semester Test). These test have to be taken no later than two (2) days after original test was given. These tests must be taken outside of the original class instruction (basically on your own time – Access period works the best), but MUST BE TAKEN IN MY ROOM. YOU will have to come ask for the retake. I will not assume that you will want to take the retake. The highest grade for any retake will be a 93%**

PRESENTATIONS AND PROJECTS:

At the time of these presentations and projects, a rubric will be given so objectives and scoring can be outlined. There will be at least one (1) of these activities per nine weeks. Topics will be given at the beginning of the nine weeks to allow proper time for completion or the projects.

GRADING:

Grading scale according to percentages

A – 93-100

B – 85-92

C – 77-84

D – 70-76

F – 69-0

5% - Daily Work

15% - Quizzes

30% - Projects/Reports

50% - TEST

There is NO Extra work/credit given at the end of quarters/semesters so don’t ask. Do the assignments/work that is given during the year.

Progress reports will be sent every week to parents of those students who are not doing satisfactory work (not just failing). In this report will be grade, assignments missed or incomplete, a note from me explaining the report, and possible ways of helping/improving work.

ATTENDANCE:

In order to pass this class, you MUST be in the class. There is to much information given during class that if consistently miss, you will have a difficult time passing.

Tardy – you are given two (2) minutes in between classes to get to my room. (IF THIS CLASS MEETS AFTER LUNCH, YOU DO NOT GET THE EXTRA 2 MINUTES) You will not be counted tardy if you come to class in a very timely manner. Tardies will be given if you consistently come to class late. Following three (3) tardies, you will owe me 15 minutes after school to make up the time you have missed. Any tardy following your third, we will have a conference with Mrs. Fessler.

LATE WORK:

If you are going to be gone from class for any reason (personal or school related), it is **YOUR** responsibility to find out what you missed or will be missing and what assignments will be due. It is **YOUR** responsibility to get work done and turned in. For each day you miss, you will receive a day + a day, to turn in completed work. All assignments not turned in (received by me), in the time allowed, will be given a grade of 50% AND you will still turn the assignment in. NO EXCEPTIONS. If you miss multiple days of class, I would advise you to come see me (**YOU** need to come to me) and we will work out a plan of action to get you caught up. Be sure to check the “WHILE YOU WERE GONE” folders”

PROBABLE CLASS SCHEDULE:

Age of Discovery

Colonial America

Creating A Nation

Age of Growth and Expansion

Civil War and Reconstruction

Selective topics to finish the year

STANDARDS:

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: Colonial America to the Progressive Era)

**Chronological Thinking**

**SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.**

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

**Historical Comprehension**

**SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources**.

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national

symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)

SS 8.4.2.b (US)Analyze how the United States has changed over the course of time, using maps, documents, and

other artifacts

SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources

**Multiple Perspectives**

**SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.**

SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)

SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

**Historical Analysis and Interpretation**

**SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.**

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., Why and how was land acquired?)

SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)

SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)

SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

**Historical Research Skills**

**SS 8.4.5 Students will develop historical research skills.**

SS 8.4.5.a (US) Develop questions about United States history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)