



AMERICAN HISTORY 8

MR. O'KEEFE – ROOM 210

COURSE OVERVIEW & GUIDE TO SUCCESS

CURRICULUM & ASSESSMENT – WHAT WILL YOU LEARN? HOW WILL YOU BE EVALUATED?

- ◆ **Year-Long Essential Question (the “YLEQ”):** How are events from the past related over time? (Focus = concepts & patterns)
- ◆ **Year-long skills (taught in Unit 1, 9/7-9/18):**
 - O – Determine the **order** (chronology) of events using/on a timeline
 - P – Examine the different **perspectives** (points-of-view)
 - T – Evaluate if a source is primary or secondary and if it is **trustworthy**
 - I – Reflect on how your own perspective shapes your view (the **“I”** factor)
 - C – Determine the (sometimes many) **causes and effects** (short/long term)
 - S – Reflect on if/why something is historically **significant**
- ◆ **Units of Study & Approximate Dates:**

Unit 2 – Revolution	(1763 – 1791)	9/19 – 10/10
Unit 3 – New Republic	(1791 – 1820)	10/11 – 10/31
Unit 4 – Growing Pains	(1820 – 1860)	11/1 – 11/21
-----Self-Designed Project/Research Block #1 (see pg. 2 of this Guide)-----		
Unit 5 – Civil War & Reconstruction	(1860 – 1880)	1/2 – 1/22
Unit 6 – Turn-of-the-Century & World War I	(1880 – 1920)	1/23 – 2/9
-----Self-Designed Project/Research Block #2 (see pg. 2 of this Guide)-----		
Unit 7 – Interwar Years	(1920s – 1930s)	3/26 – 4/23
Unit 8 – World War II & Post-War US	(1930s – 1950s)	4/24 – 5/11
-----Final Examination Preparation & Final Exam (on or about 5/24)-----		
		5/14 – 5/25

◆ **Unit Structure:**

	Goal 1			Goal 2			Goal 3			Goal 4			Goals 1-4
	In Class	- Review test	- Proc.	- Apply	D.I.	Proc.	- Apply	D.I.	Proc.	- Apply	D.I.	Proc.	- Review for test
Homework	- Revisit predictions		- HW due (use & review)			- HW due (use & review)			- HW due (use & review)			- HW due	None
	(1) Reading & questions or worksheet (via Google Classroom-“GC”)			(1) Reading & questions or worksheet (GC)			(1) Reading & questions or worksheet (GC)			(1) Reading & questions or worksheet (GC)			
	(2) Error analysis for last test (via GC)			(2) Class discussion board post & response to a peer			(2) Study for test (there may also be discussion board)			(2) Study for test!			

- ◆ **Abbreviations:**
 - DI = Direct Instruction (notes/lecture, video clips, learning stations) – *not provided on Google Classroom*
 - Proc. = Processing (various interactive ways of reinforcing the content from the DI in your mind)
 - Apply = Application (doing the “work of a historian” – debate, simulation, data analysis, guest speaker, etc.)
- ◆ **Grading:** There are no weights, only the points you earn out of the total possible points. Thus, to calculate your grade any time, use your grade sheet (provided in class and Google Classroom) to *divide the total earned points by the total possible points*.
 For example, $208 \text{ earned} / 245 \text{ total} = 0.848 = 85\% = B+$. For a test, for example, $44 \text{ earned} / 55 \text{ possible} = 0.8 = 80\% = B-$.
- ◆ **Point Values:**

Classwork / Do-Nows / Exit Tickets	0 points (may be collected randomly for a pop quiz grade)
Homework (reading/response)	4 points
Homework (discussion posts & other work)	4 points
Pop Reading Quiz	5 points (if they occur, they’ll be on the date HW is due)
Unit Tests (taken on Chromebooks)	40-50 points (approximately)
Self-Designed Research Projects	60-70 points (approximately)
Comprehensive & Conceptual Final Exam	60 points (approximately)

PROCEDURES – HOW CAN YOU BE SUCCESSFUL?

- ◆ **Materials:** The supplies needed are relatively simple. This is done, in part, so you can begin to adopt the method of organization that works best for you as a “soon-to-be-high-schooler”. Please bring with you to each class:
 - Planner
 - Charged Chromebook
 - Binder (can be a 1” or ½” just for History, *or* you may dedicate a section of Science or English binder for History)
 - Pen or pencil
- ◆ **Conduct:** (1) Adhere to the guidelines for Civil Discourse and the Eighth Grade Norms
 (2) Be punctual
 (3) No trips to lockers from class (visit lockers only at designated times)
 (4) Chromebooks must be charged (a DP will result otherwise)
- ◆ **Homework:** All HW is assessed based on completeness. *Much of what you are asked to do for HW you’ll be asked to do on tests.* You will receive a model of what quality responses and discussion post looks like on Google Classroom.
Late work is not given full credit (unless extenuating circumstances)
- ◆ **Arriving:** Always consult your *section’s box* (on table near door) for any handouts, even with your Chromebook.
- ◆ **Leaving:** Please take thee *hall pass* (the “Friends” paperweight) and *sign in the binder* located on the table near the door.
- ◆ **Procedure for returning from being out:**
 - 1st – Consult the *Portal* (for HW listing) and *Google Classroom* (for the actual HW and any handouts)
 - 2nd – Check the *Extra Handouts box* (on table near door) for any in case they are not on Google Classroom
 - 3rd – Look at the *Classroom Calendar* (near Mr. O’Keefe’s desk) to see what else (if anything) you missed or what was assigned
- ◆ **Extra Help:** You are always welcome when it is scheduled! However, you must *come in with specific questions* to maximize time. (Instead of, “I don’t get we did today”, you might ask, “I am confused on the way Federalism is explained in the notes.”)
- ◆ **Email:** Teacher email: daniel_okeefe@fa.org. Emails are typically answered the same day (before 8pm) but always by 24 hours. Kindly remember that this is an email to a teacher (not a text to a friend); therefore, please word and punctuate accordingly.
- ◆ **Project Blocks:** This course addresses most of US history, so units are short and the pace is fairly rapid. However, you will have two opportunities to design a research question that delves more deeply into something you’re interested in that was discussed in class. Both involve academic writing that will then form the basis of a short talk you’ll give. The point values for both projects will be greater than a normal test (60-70 points). Thus, while you’ll be given much guidance, they are a big part of your success here.
 - Block 1 (11/28–12/19) will focus on content of your choice from the Colonial Period to just before the Civil War. This will be a sort of “practice run” to build your skills needed for the talk you’ll give in Block 2 on History Night.
 - Block 2 (2/12–3/23) will focus on tying an idea from 1860–1920 to one that appears in 1960–2017. (This is done because our Units “end” with the 1950s.) This will also form the basis of your talk for **History Night (Thursday 3/22)**. (Information to follow ☺.)
- ◆ **“Removing the Training Wheels”**
 To ready you for the demands you’ll likely face as freshmen, note how various supports will lessen over the course of the year:

	<i>QUARTER 1</i>	<i>QUARTERS 2 & 3</i>	<i>QUARTER 4</i>
NOTE-TAKING	Outline note-taking template provided Copied from screen mostly verbatim	No template provided Copied from screen mostly verbatim	No template provided Mr. O’Keefe’s notes = key words only
GRADE SHEET	Scheduled check-ins during class	Optional to keep	Optional to keep
HOMEWORK	Most assignments spot-checked Late work = ½ credit next school day	Most assignments spot-checked Late work = ½ credit next school day	Some assignments spot-checked Late work = no credit
POP QUIZZES	Usually once per unit	Twice per unit	Two or more times per unit
UNIT TESTS	~50% objective / ~50% Document-Based Question(s) (DBQs) - ½ points off for grammar/punctuation	~40% objective / ~60% DBQs - ½ points off for grammar/punctuation	- Mostly one large, integrative DBQ - ½ points off for grammar/punctuation
STUDY GUIDES	Provided at start of unit Tells topics & what to know about them Suggested study plan provided	Provided at start of unit Tells topics only (see HW & classwork) No suggested plan provided	What study guide?



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INDICATION OF REVIEW

TRAITS OF CIVIL DISCOURSE

(Note – these are the expectations in-brief. We will delve more deeply into what this looks/sounds like the first week of classes.)

- In every discussion, we begin with a starting point of mutual respect and equality
- Listening to each other's views does not simply mean hearing their words
- A person whose opinion is different from your own does not mean they are: ignorant, uninformed, unintelligent, or irrational
- There are no winners or losers in a political discussion (we are in this democratic experiment together)
- Be aware where you are getting your information from and what has shaped your opinion
- Remember your manners, please
- Refrain from dominating a discussion
- Follow the other rules of a discussion (support with facts/evidence); address what the person before you said before beginning

STUDENT

I agree that I have reviewed and understand pages one and two of this Course Overview ("Syllabus"). As a Friends Academy student committed to the Quaker beliefs and practices inherent in the compassionate and rigorous pursuit of knowledge, I will do my best to adhere to the structures of the course in place to position me for future rigorous work and inquiry. I also agree that I will demonstrate the Traits of Civil Discourse and, especially as an eighth-grader, act as a leader in class and with integrity when completing assignments designed to enhance my growth and understanding. This includes self-advocating when I need additional support, as well as offering such support to my peers whenever appropriate and possible. I understand how, where, and when to ask Mr. O'Keefe for help.

Signature of Student (First, Last)

Date

TEACHER

I understand the trust imbued in me by the leadership, students, and parents of Friends Academy. Consequently, I will work to provide a coherent, challenging, and conceptually-rich curriculum with sound instruction that aims to engage students to be active and intelligent citizens. I will be available at all possible times to be accessible to students to support their needs as students and eighth-graders and be fully devoted to them as a professional.

Signature of Teacher (D. O'Keefe)

Date

PARENT / GUARDIAN

I have reviewed this document and understand the expectations of American History 8. I also understand I may contact Mr. O'Keefe (and how to do so), but have also stressed to my son/daughter how (s)he can do so. I have read how the aims of the course focus on both concepts and patterns of US history, as well as the literacy skills appropriate to the level and discipline. I further acknowledge the ways in which the course positions students for success with meeting expectations as freshmen in the Upper School.

Signature of Parent/Guardian

Date