

# American History 8

Preparing Students to be Successful in the 21<sup>st</sup> Century  
Modeling, Teaching, Practicing, and Evaluating...

Critical Thinking and Problem Solving Skills  
Information & Communications Technology (ICT) Skills  
Life Skills

**Textbook:** Call to Freedom, Beginnings to 1871; Holt, Rinehart, Winston

## Objectives:

- Students will be able to show connections among patterns of historical change and continuity, including patterns of cultural development and leadership development.
- Students will be able to describe the origins, ideals, and practices of democratic citizenship.
- Students will be able to use knowledge from texts, maps, stories, charts, diagrams, and/or research to critically evaluate decision making about public issues and policies.

(Specific course standards for 8<sup>th</sup> grade American History may be found under *Instruction* on the DoDEA website: <http://www.odedodea.edu>).

## Units of Study:

- American Beginnings (Pre-1550)
- Colonies in the Americas
- Building a New American Nation
- Changes in a Developing Nation (Industrial, Agricultural, Social)
- Westward Expansion
- A Nation Divided

## Procedures for Evaluation:

- Students will be evaluated on class work, quizzes, tests, homework and projects.
- Class work, quizzes, tests, and homework assigned during an excused absence will be assigned/explained to a student upon the student's return, but the student might have to schedule a tutorial or after-school session with the teacher to fully discuss or complete the missed work.
- Work assigned during a student's excused absence should be made up within a length of time equal to the length of the excused absence.
- A student who misses a homework deadline while having been present in class when the assignment was made and graded will lose 10% possible points for each day late (I count both A and B days) down to half credit. After the unit or chapter tests late work receives a ZERO. Unexcused absences can receive a maximum of 50% on any given assignment (the test rule still applies here).

**Scale for Evaluation:**

A=90-100% B=80-89% C=70-79% D=60-69% F=below 60%

**Classroom Expectations and Environment :**

- Students will each come to class prepared with planner, binder, textbook, colored pencils, loose-leaf (standard size and lined) paper, at least two black or dark blue ink pens, and, when applicable, homework and handouts. Students must be in their seats when the bell rings.
- Students will complete all graded work either typed on 8" x 11" computer paper or penned in cursive (black or dark blue) handwriting on standard size, lined loose-leaf paper or teacher-supplied handout.
- Students will put a proper heading on all papers to include name, class period, and date.
- Students will leave class with all of their materials and assignments after cleaning up their workspace and returning all materials to their proper place.
- Students will also be expected to follow all other rules for personal deportment/behavior found in the Schweinfurt Middle School School-Wide Discipline Plan (explained on the school website) or face the prospect of detention time as laid out in that plan. ("Positive consequences" are planned for students who do follow rules).

**A Special Note:** We are very excited to be beginning a new school year with all its promises for personal and intellectual discoveries and growth. It is our common goal that, at the conclusion of this year's study of our nation's development, from pitfalls to pinnacles, our students will be better prepared to help meet America's many modern and upcoming challenges as the country's "future history" takes shape.

Thank you for your support.

*Christopher W. Bradford*

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