



## U.S. History Course Syllabus

Grade 11

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### I. Course Summary

This one-year course presents historical and contemporary views of people, places, events and dates from multiple perspectives. Students will examine how the development of the United States of America has been impacted by many influences including its resources, documents, ideals, relationships with other nations and its peoples whose many cultures have enriched the country. Upon completion of the course, students will have developed the knowledge and skills needed to satisfy the Minnesota Academic Standards in U.S. History.

Our study of U.S. History will be:

\* **Holistic**-we will use other disciplines to help us understand the human story, and we will always be looking for connections between "then and now" and between "us and them".

\* **Intercultural**-we will examine a variety of viewpoints and consider alternative perspectives that frame issues from an international perspective.

\* Focused on **communication**- we will examine communications modes, technologies and systems; we will expand our competencies in critical reading, speaking, and writing.

The study of U.S. History is a natural laboratory for developing students' identity and habits of mind that support the **IB learner profile**. Throughout the year, we learn using real world problems, simulations, document analysis, debates, and journals to help students become *inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective*.

### II. Units of Study

#### Quarter 1:

Unit 1: Survey of Indigenous Peoples, Colonization, and Enslavement

Unit 2: Colonial America and Revolution

Unit 3: Expansion and Reform

#### Quarter 2:

Unit 4: Civil War and Reconstruction

Unit 5: Domestic and International Imperialism

#### Quarter 3:

Unit 6: Boom, Bust, and War

Unit 7: The Cold War

## Quarter 4:

Unit 8: Social Movements

Unit 9: The U.S. in the 21st Century

### III. State Standards

- The student will understand the foundation of the American government and nation
- The student will demonstrate knowledge of the consequences of the Civil War and Reconstruction
- The student will analyze the wide range of reform efforts known as Progressivism between 1890 and the First World War
- The student will understand the origins and impact of the Great Depression and the New Deal; 1929- 1940
- The student will understand the Cold War, its causes, consequences, and military conflicts
- The student will understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them
- The student will understand the evolution of foreign and domestic policy in the last three decades of the 20th century and the beginning of the 21st century

### IV. Texts

-*History Alive! Pursuing American Ideals*; Teachers' Curriculum Institute

-Additional outside readings, primary resources, articles, etc.

### V. Methods of assessment

Students will engage in a summative assessment for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, projects, research papers, essays, case studies, and presentations and primary document analysis. Summative assessments will represent 80% of the total student grade for each semester of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include questions, notes, readings, homework, smaller in-class assignments, graphic organizers, quick writes, and quizzes. Formative assessments will represent 20% of the total student grade for each quarter of the course. (*Please refer to the "Highland Park Senior High School Grading Policy" for further information*).

### Academic Integrity:

Cheating and plagiarism will not be tolerated. I expect students to hold **themselves and others** to high standards of honesty and trustworthiness. All work (ex: study guides, papers, projects, etc.) is to be done individually unless otherwise noted by the teacher. Resources such as *turnitin.com* may be used to verify the authenticity of student work. Please refer to the Student and Family Handbook located under Student Resources on the HP Homepage for further information. There will be consequences for cheating and plagiarism. Student work will be confiscated and administrative action will be taken. Consequences will be determined by the teacher and administrator based on the severity of the infraction.

**\*\*Do not share your digital work with others!** Take pride in what you create and encourage others to do the same, put time and effort into their OWN work. (sharing of work will result in a 0 score for all parties involved and possible administration input where needed)

### Due Dates for Assessments

Formative and Summative assessments will only be due on a day that a class meets (e.g., A Day classes will have A Day due dates and B Day classes will have B Day due dates).

### Late Formative and Summative Assessments

Students are expected to complete and submit assessments on time. When students have missed class, it is their responsibility to find out what they have missed immediately upon returning to school. For assessments assigned prior to their absence and due during the absence, the student is expected to submit assessments on the day of return. For assessments assigned during their absence, students should request the work the day of return and submit it on an agreed upon date.

### Formative Assessments

Formative assessments that are missing will be accepted for full credit within two consecutive days that the class meets. However, if a unit ends prior to the two consecutive day time frame, missing formative assessments need to be submitted no later than the end of that unit. Once the unit ends, no missing formative assessments will be accepted. Teacher feedback may be limited for late assessments. If a student is given an in-class formative assessment that is due at the end of the class period and is given ample time to complete the assessment, but chooses not to complete the assessment in the class time allowed, zero points will be recorded in the gradebook and there will not be an opportunity to make up the formative assessment for credit. For IB DP students, some deadlines are firm and others have flexibility based on external IB DP deadlines and exam preparation.

### Summative Assessments

Summative assessments will not be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least one day in advance.

### Reassessments

Students may have the opportunity to show new learning as their most accurate demonstration of their performance is valued. In order to retake a summative assessment, the original summative assessment must be completed. Students may request to **retake one summative assessment** per quarter per class once evidence of new learning has been demonstrated. Due to the nature of some assessments, a reassessment may not be feasible. In order to retake a summative assessment, the student will arrange a **retake plan within 3 days of the summative assessment being returned**. If a retake is completed, the original grade will be replaced with the new summative assessment grade. Retakes can take on different forms at teacher discretion. There are no retakes on formative assessments.

## VI. Class Expectations: Safe, Respectful, and Responsible

- First and foremost, I ask that you develop and maintain a healthy respect for yourself. Be proud of your history, ideas, and your goals.
- Respect the history, ideas, goals, and health of your peers.
- Respect Highland staff and property. Demonstrate this by understanding and following rules and by cleaning up after yourself.
- Take ownership of your learning. Be organized. Participate. Ask questions.
- Cell phones are not to be used in class without permission. **Failure to comply will be considered defiance and you will receive an office referral.**
- Food is not permitted. Make every effort to eat *before* you come to class. Water and coffee are acceptable.
- It is **your** responsibility to regularly check the Schoology for assignments and other information.
- Bring **fully charged** iPad, notebook, and pen/pencil to class **every day**.

### Pass policy:

Passes will be issued at convenient times for the class (ex. during work time, not during lecture) as long as the student is in good standing and not abusing the privilege. Do not ask for a pass during the first or last ten minutes of class.

**Videos:**

In this class, students may view videos/materials that are either not rated or rated R. These videos/materials will be used to enhance the curriculum and assist students to better understand the concepts of the course. Please let me know if you or your student wishes to not view these videos/materials.

**Extra Assistance:** I am available to help students some days before or after school by appointment. Please let me know when you would like to meet for assistance or to make up work.