

United States History

Shangde Experimental School

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Room: 124

Meeting Time: 1st Block
4th Block

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I. Description:

Welcome to this survey course on the history of the United States from its first settlement by American Indians up to the Modern Era. This course will introduce students to the basic principles of the American Democracy, and the significant historical events that have shaped the United States to become the country it is today. Specific emphasis will be laid on the social, economic, political, and environmental factors that influenced the path to development for the United States, and how those factors have impacted separate groups within the United States differently. Through studying the historical developments of the United States the overarching goal is to help students gain an appreciation of the different factors that went in to the formation of the modern United States as a country, and as a people.

II. Text:

United States History (Discovery Education)

III. Course Essential Outcomes:

- Pose inquiry-based historical questions and present possible answers supported by evidence from primary and secondary sources.
- Compare multiple perspectives related to significant events throughout time by investigating primary and secondary source material.
- Evaluate historical problems by writing arguments that synthesize primary and secondary sources, statistical data, and other historical evidence.
- Examine long-term, intermediate, and short-term impacts of historical events.
- Identify and synthesize short and long term relationships, connections, and impacts of historical events across time.
- Contextualize historical documents by identifying authorship and contemporary historical events.
- Examine sources from multiple perspectives to identify differing opinions, motivations, and interpretations.
- Use historical evidence to support or refute multiple interpretations of historical events.
- Analyze primary and secondary sources for credibility and bias.

IV. Literacy Essential Outcomes:

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Determine the meaning of words and phrases as they are used in a text, and analyze how an author uses and refines the meaning of a key term over the course of a text.
- Introduce and incorporate a quote into a paper using proper in-text citations.
- Independently identify reputable sources that are relevant to the topic at hand.
- Formulate a thesis and develop evidence-based arguments to support it.

V. Course Literacy Objectives:

- Students arrange primary and secondary sources based on content for use in a graded essay.
- Students are given a number of essential class based vocabulary words which they will be required to use in a number of formative assessments throughout the course of the unit, and then again in unit tests throughout the course of the year.
- Students properly use, and cite a quotations and sources in a minor research paper while being coached along.
- Students are required to properly use and cite sources and in-text citations in their end of year final project.
- Students independently find and properly cite supportive evidence to support their arguments.
- Students are required to decide the positive and negative aspects of Christianity during the middle ages. They will formulate a thesis and then defend the thesis with their paper.

VI. Historical Skills:

1. Periodization – Periodization is the organization of chunks of history based on major shifts in Art, Wars, Political Structures, ideologies/religion, Economics, etc... By breaking history into the study of sub-categories it is possible to better understand shifts in each of the categories.
2. Causality and Multiple Causality – Causality is the long-term, immediate, and short-term causes, for a particular event. The goal of learning causality is to try and better understand how events are always the reaction to something else.
3. Phenomena and Experiences – More than just a textbook definition of a particular period (such as the Enlightenment) and be able to make educated comparisons with other events.
4. Point of View – Looking at a particular primary source to determine historical background, bias, and objectivity.
5. Differences in Experience – History is often different depending on factors such as gender, race, social class, nationality.
6. Development or Construction of Identity – Studying how particular groups' perceptions of themselves have changed over time and place.

VII. Classroom Policies:

- Students need to be respectful to the teacher, other students, themselves, and the classroom.
- Students will be required to do their best every day.
- Students will be required to ask questions, complete work on time, come to class on time with the correct materials, and take the time to help other students.
 - *Late work will be reduced to 85% at time it is due, 75% the next class period, 50% two class periods later, no credit afterward.*
 - *Any student caught copying another student's assignments will be given a 0 on the Assignment and may face additional consequences.*
 - *Students who miss a test with an excused absence will have to arrange a time with Mr. Tredinnick within 2 class periods to make it up. (Lunch, Before or After school)*
 - **Tests missed with an unexcused absence or Tardy will not be allowed to be made up**
- Students will need to bring a pen/pencil, notebook, journal, and textbook to class every day.
- Students will be required to speak English in the class.
- Cell Phones and other electronics need to be put away by the time the bell rings!
 - Any electronics remaining in use will be confiscated for the class period for the first offense, and the rest of the day for any offense after that.
 - Failure to do so will be viewed as insubordination and be referred to Principal.
 - If you are expecting an important call you must have a note from the front desk authorizing you to take it.
 - Electronics used for classroom use (dictionaries, taking notes, etc...) will be assessed at the teacher's discretion.

VIII. Resources:

- Additional Readings will be assigned throughout the course of the semester

IX. Grading Scale:

A		B		C		D		F				
+	-	+	-	+		+	-					
97-	94-	90-	87-	84-	80-	77-	74-	70-	67-	64-	60-	Below 60
100	96	93	89	86	83	79	76	73	69	66	63	Percent

X. Evaluation:

Class Participation - 10 percent of grade
Homework – 45 percent of grade
Tests and Quizzes – 45 percent of grade

XI. Unit Descriptions:

UNIT I: The Early Colonial Era

In this unit we will examine the conditions present before white settlement and the development of colonization of North America. We will focus on the relationships of the early colonists with the Native Americans, with other colonies, and with the European powers.

UNIT II: Nation Building

We will examine the events and causes leading to the Revolutionary war and the split from England. Then we will examine the people and ideas that formed the foundations of government for the United States.

UNIT III: A Developing Nation

Once independence was won and a government established the United States had to go about growing its size, and government to meet the needs of the people. An emphasis will be placed on how the nation's growth would create conflict.

UNIT IV: A Nation Divided

This unit will focus on how the nation was torn about, forced back together, and then built back up. A large emphasis will be placed on the military conflict and the people involved.

UNIT V: Reconstruction and The Progressive Era

Another growing period for the United States, we will examine how the nation grew after the Civil War into an Industrial Giant, but mostly on the backs of recent immigrants.

UNIT VI: The World Wars and the Inter-War Period

In this unit we will examine the reasons behind America's involvement in both World War I & II, as well as their military involvement. Between the wars we will look at the times of great prosperity and depression that occurred.

UNIT VII: Post World War America

In the Post World War II world the United States would enjoy a position of great power. We will examine the responsibilities that came with that position and how the US handled them well, and not so well. Heavy emphasis we be placed on the increased relationships between the United States and the rest of the world.

XII. Examinations:

- Students will have quizzes randomly throughout the course of the semester
- Students will have a test at the end of each unit.
 - Tests will be worth 30 points each
- Students will have a Semester mid-term exam and a Semester final exam
 - Tests will be part end of unit test, and part cumulative test. Tests will be worth 50 points each.

XIII. Class Materials:

- Students will need a pen or pencil every day, and their textbooks on specified days.
- Students will need two notebooks for this course, one for the writing of notes, another to act as a journal for daily writing assignments.
 - You need to bring this to class every day!