

U.S. History Survey Course Outline

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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 70% 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 30% 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*).

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.

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)

Late Work: Students are expected to complete and submit assigned work on time. Work that is late for any reason, will be accepted for up to 3 days past the due date, for a 10% reduction in the score each day late. This is not to extend past the end of the quarter. Summative assessments **will not** be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least three days in advance. If you are absent on the day of an exam, **you must take it the day you return.** It is YOUR responsibility to arrange one of the following times to do so: During my Prep/PLC time, during class, or after school.

Retakes: A student may retake **ONE** summative assessment per quarter. In order to retake a summative assessment, all formative ones must be completed. Students will have an opportunity to retake summative assessments once evidence of new learning is demonstrated. In order to retake an assessment, the student will arrange a plan with the instructor **within 3 days of the assessment being returned.** When a retake is given, the original grade will be replaced with the new assessment grade. If there is no improvement in the grade, the original grade will remain.

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.