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History 1700

American Civilization

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**Diana LeBaron Bass**

**NUAMES Early college High School**

# Course Description

The course concentrates on major themes as they unfold throughout the nation's history. Students enrolled in the course will cultivate higher-order thinking and writing skills as they write essays, engage in various activities, and demonstrate what they have learned through projects. Furthermore, students will apply their historical analysis during class discussions, mock trials, debates, team presentations, and more.

 The course focuses on critical thinking. To develop critical thinking skills students will assess historical materials, weigh scholarly arguments, and place historical evidence in a relevant context. Ms. Bass emphasizes persuasive writing and speaking skills throughout the course. We concentrate on historical material and current day issues to provide a sense of relevance and perspective. The course scope and rigor will help prepare students for future academic pursuits.

**“The eyes of the future are looking back at us and they are praying for us to see beyond our own time.”**

 --Terry Tempest Williams

# Course Objectives:

* **History:** Students will gain and historical perspective of American Civilization, to include a basic knowledge of the historical method with its reliance on evidence, skepticism, criticism, and the recognition of bias
* **Principles:** Students will come to understand the concepts of republicanism, democracy, due process of law, equal protection, inalienable rights, and civil rights
* **Form of Government:** Students will come to understand the workings of government at the national, state, and local levels
* **Economic:** Students will come to understand the transformation of the US from an agrarian-based to an industrial-based to an information-based economy. Students will come to understand to consequences of those transformations on various groups of people in the US
* **Diversity:** Students will gain appreciation for the rich cultural heritage of the American people and the ways in which race, class, gender, sexual orientation, creed, and national origin intersect to define us as individuals and as members of groups

# Disability and Accommodations:

Students enrolled in WSU Concurrent Enrollment (CE) classes may request accommodations in accordance with relevant disability law. It is generally the policy of WSU Disability Services to defer to previously approved and effective accommodation plans created by appropriate high school staff, as long as the requested accommodations do not compromise the completion requirements of the university course. In other words, if accommodations in a 504 plan or IEP have proven effective for a student, and are reasonable for a university level class, they should continue in CE classes. Faculty, staff, parents, and students may contact WSU Disability Services at any point to discuss or verify accommodations for CE classes.

# Course Scope and Outline:

The course offers a wide variety of instructional activities, including writing assignments, document-based questions, threaded discussions, and primary source reading material

Important Dates:

The 2019-2020 school year begins August 20 and ends May 29.

1st semester ends Jan 16 and 2nd semester starts Jan 21, 2020.

# Course Format:

Units provide students with a variety of learning activities, including the following:

* Interpret timelines
* Demonstrate insight, prior knowledge and analysis in journal entries
* Identity the significance of historical figures, events, literary works, and treaties
* Respond to questions that require comprehension and application of ideas
* Read and respond to ideas in primary and secondary source material
* Go beyond text reading to access authentic manuscripts, participate in virtual museum tours, and watch appropriate films
* Organize and defend ideas with visual representations, such as graphic organizers
* Write thematic and document-based essays
* Participating in discussions about course content
* Engage in historical simulations such as the trials, debates, guest speaker demonstrations, round tables, and more.
* **"Diligence is the mother of good luck."**
* *Benjamin Franklin*

# Course Goals:

**Students will**

* Perform well in the course, with a final grade of C or higher (A "C" or higher must be earned to receive University credit for the course)
* Improved writing skills
* Build understanding of principle themes, events, and figures in US history
* Analyze and organize data and historical evidence
* Analyze information in historical sources
* Demonstrate higher-order thinking skills within a rigorous format
* Cultivate skills that will help them in other educational pursuits

# Course Themes:

Each theme can be traced throughout the course to varying degree:

* American Diversity (race, class, ethnicity, and gender)
* American Identity/American Exceptionalism
* Reform/Social Change
* Culture (literature, art, music, philosophy, theatre, and film)
* Demographic Changes within the American Population
* Changes within the American Economy/Legacy of Capitalism
* Environmental Attitudes and Policies
* Increasing/Decreasing Trends of Globalization
* Role of Religion in America
* Conflict and Diplomacy

# Required Materials:

* A biography a woman in US History (first term)
* *The Things They Carried,* by Tim O'Brien (second term)
* Course textbook: *American History, Connecting with the Past*, by Alan Brinkley
* Paper and writing utensils
* Folder for term portfolios

# Course Policies/Procedures:

In order to maintain an effective learning atmosphere, the following procedures are implemented in the classroom:

1. Be CONSIDERATE to and REPECTFUL of the teacher and classmates
2. Be AWAKE, ALERT, ON TIME, and POSITIVE
3. Take care of classroom property
4. FOCUS on history, not from other classes
5. Electronic devices should be turned off and out of sight (unless used for class-related work)

# Citizenship:

* Students begin each quarter with 25/25 citizenship points
* Students gain citizenship points for exceptionally good behavior, following course policies, and contributing to a positive classroom climate
* Students lose citizenship points for violating course policies/procedures, being tardy to class points/tardy) or having unexcused absences
* Points can also be deducted for excessive excused tardies and absences
* Final citizenship grades will be assigned accordingly
* 25-16 points = Honors (H) or Satisfactory (S)
* 11-15 points = Need Improvement (N)
* 0-10 points = Unsatisfactory (U)

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Martin Luther King Jr.

# Additional Course Expectations:

* I expect students to dress appropriately and modestly for class. Ms. Bass as "lovely ensembles" that students may be asked to sport if distracting and revealing clothing is worn.
* Students are expected to work cooperatively with groups. If a student's wishes to work independently, he/she should notify Ms. Bass.

# Grading Policies:

* All assignments based on a 100% mastery scale
* Assignments including but are not limited to:
* Log entries
* Portfolios
* Essays
* Video Essays
* Presentations
* Simulations
* Debates
* Discussions
* Reader Response Assignments
* Everything created in class or for homework should be saved as it may appear in the term portfolio.
* **ONE LATE ASSIGNMENT IS ACCEPTED PER TERM**. Assignments will be accepted on the due date and in the class in which a student is enrolled. Homework is due at the beginning of class (thus, e-mailing an assignment after class has started would be considered late). Students can submit one late assignment per term.
* Exams and quizzes need to be made up by the Friday after the student's absence.
* All questions about grades must be cleared up by the Friday after they are posted.
* Students are welcome to discuss their grades before or after school.
* If a student has an excused absence, he/she has as many days as she was absent to makeup all missed work. Thus, if Becca was absent four days, she has four days to make up work
* Consult the class website for daily activities and handouts (there is a document entitled “Absent Log”) <http://dianabass.yolasite.com/>
* There will be a participation score added to the assignment list each term. A student’s participation score will reflect his or her attendance, and level of participation in class discussions, debates, etc.

**Grading Scale**

* Grades are not rounded up in this class.
* The final grade for the course will be an average between first and second term grades.
* To earn Weber State University credit, students must earn a “C” or higher in the class.
* Grades are only changed when the teacher has made an error. Ms. Bass needs to be notified by mid-term after the term in question or by the end of June for fourth term.

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| 93-100% | A | 73-76% | C |
| 90-92% | A- | 70-72% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 83-86% | B | 63-66% | D |
| 80-82% | B- | 60-62% | D- |
| 77-79% | C+ |  |  |

"Do what you can, with what you have, where you are."

 **Theodore Roosevelt**

**Cheating/Plagiarism**

* In brief, do NOT do this. Cheating is any act that "defrauds, deceives or employs trickery" in order to obtain credit for work which has not been completed. Plagiarism is the "act of passing off the ideas of another as one's own work." Anyone who cheats will receive a failing grade on the said assignment, a call or letter home, and points deducted from citizenship.

**Moo-Lah**

* Moo-lah can be earned through incredible participation, leadership in group activities, going the extra mile, or through vario8us classroom activities. Each moo-lah counts for two points extra credit.

**Extra Credit**

* Extra credit is extended to all students who have a Citizenship H or S.
* Extra Credit can improve a student's grade by a maximum of one-half grade.
* Extra credit options will be provided throughout each term.
* Extra credit is extended to all students who have a C or higher in the class. Class logs
* Logs or journal entries will be kept and submitted at the end of a term. Log and Reflection journals will be used throughout a given class period.

"Americans are like a rich father who wishes he knew how to give his son the hardships that made him rich."

**- Robert Frost**

**Course Scope and Sequence**

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| **Unit Theme/Topic** | **Dates** | **Assignments/Projects/Reading** |
| Introductions and Geography as Destiny | August 20- 30 | * US Map Quiz
* Getting to Know You Paper
* What you Know about US History Chart
* “The Process of Hero Making in History” article and annotations
* Confederate Monument Debate
* Commercial selling the need to study US History
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| Indigenous Populations | September 4-20 | * Columbus and the Tainos simulation
* Group storybook about a tribe in US History
* Group timeline on important events for Native Americans in North America
* Stereotypes vs. Facts
* “Red Eyes” annotations and literature circles
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| Immigration | September 23-October 11 | * Immigration Platforms
* Political Cartoons and trendlines
* Notes from guest speaker
* Notes from <https://www.youtube.com/watch?v=lBJcqxI7kas>
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| Women | October 14-October 31 | * “The Intimately Oppressed” reading and annotations
* Learning Centers
* Women in US History Boardgames
* Biography Critique for a woman in US History
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| Building a Nation | November 4-29 | * Constitution Role Play
* Howard Zinn simulation on those who didn’t attend the convention in 1787
* Constitution Orals
* Supreme Court Case Presentations
* Political Party Platforms throughout US History and campaign ad creation
* Presidents on Mt. Rushmore competition
* Citizenship Test
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| A Nation at War | December 2-20 | * Class Presentations on “lesser known” wars in US History
* Literature Circles on “The Things They Carried”
* Lessons and Letters from Vietnam
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| Oral Histories and the African American Experience | January 6-17 | * Oral History Projects and Class Presentations
* Graffiti boards
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* **This is going to be a great semester!**