

# United States History 2019-2020

Ms. Gray Rooms SS-009

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Nations reel and stagger on their way; they make hideous mistakes; they commit frightful wrongs; they do great and beautiful things. And shall we not best guide humanity by telling the truth about all this, so far as the truth is ascertainable.

*W.E.B. DuBois - The Propaganda of History 1935*

## Course Overview

The main goal of this course is to provide students with foundational knowledge about U.S. history that will allow them to be responsible consumers of information. Students will be using primary and secondary sources to understand the issues, events, and people of United States history. The course will also help them develop or improve their research, writing, and critical thinking skills.



## Course Expectations

Students will come to class prepared. Everyday has a purpose and class participation is essential for unit final preparation. At the end of each unit of study, students will produce a product (essay, visual image on construction paper or canvas, speech, Google Slide presentation, etc.) that demonstrates understanding of the unit concepts and issues.



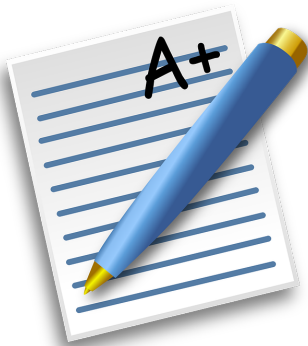
## Notebook Requirements

The notebook will hold daily assignments and will be reviewed and graded during and after each unit. Daily work accounts for 50% of the overall grade in the course. Students will need an organizational method that will allow them to keep handouts at the ready for their classroom use. **I suggest a 3-ring binder or a spiral notebook and folder to keep papers organized.**



## Cell Phone Policy

See the student handbook. Students will follow school policy. Since each teacher may introduce a new rule or guideline, strict or lax, it is up to the student to adjust in each classroom.



## Grading policy

**Late work is accepted in accordance with school policy.** Students have three days after they return to school to complete missing assignments. **You are responsible for obtaining any missing assignments when absent for any reason.** All assignments received after the mandated three days will be marked LATE and given half credit.

A = 90-100%   B = 80-89%   C = 70-79%

\*\*50% in-class assignments/Notebook

\*\*35% Unit Finals/Exams

\*\*15% Homework

## Common Core State Standards for the Course

**Evaluate** continuity and change over the course of world and United States history.

**Evaluate** historical sources for perspective, limitations, accuracy, and historical context.

**Select and analyze** historical information, including contradictory evidence, for a variety of primary and secondary sources to support or reject a claim.

**Propose, compare, and evaluate** multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

**Create and defend** a historical argument utilizing primary and secondary sources as evidence.

**Engage** in informed and respectful debate and discussion of issues, events, and ideas applying a range of strategies to support a claim or position.

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## Social Studies Skills

By the end of the school year, students should be able to:

- **Read effectively**, finding the main ideas in a text (or movies, documentaries, etc.)
- **Read critically**, assessing whether ideas are supported by evidence and placing a source in context with other sources and other knowledge. *Make connections.*
- **Understand** the difference between primary and secondary sources, realizing the importance and role of each
- **Apply** the principle of historiography to a source, locating the speaker and audience in social structure and time, and assessing the impact of that time and location upon the questions raised and the answers supplied
- **Write a coherent essay**, creating an effective introduction, organizing a “storyline,” justifying assertions with evidence, coming to a conclusion, and referencing sources correctly
- **Write effectively in other formats**, such as drafting a letter to a public official or textbook editor, composing a list, writing a newspaper article, or creating a website
- **Speak effectively**, perhaps including debate, *Socratic Seminar*, or mock-court formats
- **Read a map**, grasping compass directions and knowing enough geographic twigs to use the map effectively
- **Understand**, critique, and create tables of data
- **Cause change in society**

Loewen, James W. *Teaching What Really Happened*. Teachers College Press, 2010.  
page 98

## Critical Thinking Skills / High Order Thinking Skills

- Locate information

- Use library, online, or other search tools to locate sources
- Use keywords, tables, indexes, and bibliographies to locate info
- Explore information
  - Use relevant parts of a text, document, visual, electronic, or audio source
  - Use maps, globes, graphics, and geographical information systems
  - Interpret history through artifacts
- Organize information in usable forms
  - Construct outlines
  - Write summaries
  - Compile bibliographies
  - Create mind maps and other graphic organizers
- Use computer-based technology and media/communication technology
  - Operate appropriate multimedia sources for directed and independent learning activities
  - Use internet based information networks
  - Use tools for research, information analysis, problem-solving, and decision making in learning
- Interpret information
  - State relationships between categories of information
  - Draw inferences from factual material
  - Recognize and interpret different points of view
- Analyze information
  - Form a simple organization of key ideas related to a topic
  - Separate a topic into major components according to appropriate criteria
  - Compare and contrast the credibility of differing ideas, elements, or accounts
- Evaluate information
  - Determine whether or not sources are valid and credible
  - Test the validity of the information, using such criteria as source, objectivity, technical correctness, and accuracy
- Synthesize information
  - Propose a new plan of operation, system, or scheme based on available data
  - Present information extracted from one format in a different format, e.g., print to visual

National Council for the Social Studies

Month	Theme Focus	Common Core State Standards
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September	<b>Domestic terrorism</b> Past and Present	<b>Identify cause and effect</b> using research, context, and ideology of those involved AND HS.1, 9, 11, 12, 55, 64, 77 <a href="#">CCSS.ELA-LITERACY.W.11-12.1.B</a>
October	<b>American Identity and Culture</b> Founding Ideals to Current Immigration Policy	<b>Evaluate</b> continuity and change over the course of world and United States history. AND HS.54, 60, 63, 65, 72, 77
November	<b>Innovation and Invention</b> Communication, transportation, manufacturing	<b>Evaluate</b> historical sources for perspective, limitations, accuracy, and historical context. AND HS.4, 22, 27, 28, 51, 57, 62, 77
December	<b>American Presidents: Best and Worst</b>	<b>Evaluate</b> continuity and change over the course of world and United States history. AND HS.11, 12, 43, 68, 69, 76, 77
January	<b>The Civil Rights Movement</b> Malcolm v MLK Jr Women and Children Challenges and Triumphs	<b>Propose, compare, and evaluate</b> multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion. AND HS.54, 59, 71, 73, 77
February	<b>Black History Month -</b> traditional and positive events and figures	<b>Evaluate</b> historical sources for perspective, limitations, accuracy, and historical context. AND HS.64, 75, 77
March	<b>Crime and Punishment</b> The Meek Mill Story	<b>Evaluate</b> continuity and change over the course of world and United States history. AND HS.1, 4, 11, 12, 64, 77
April	<b>American Music</b> From Gospel to Rock & Roll to Rap/Hip Hop /Woodstock is 50	<b>Evaluate</b> continuity and change over the course of world and United States history. AND HS.57, 66, 73, 77
May	<b>Decades Research Project</b> Group project with posters	<b>Evaluate</b> continuity and change over the course of world and United States history. AND HS.54, 55, 57, 62, 63, 72, 77, <a href="#">CCSS.ELA-LITERACY.RL.11-12.1,</a>
June	<b>Presentations</b>	<b>Create and defend</b> a historical argument utilizing primary and secondary sources as evidence.