

United States History ACP

Course Expectations

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Course Description

Welcome to United States History. You will begin this school year by studying the foundations of American history with an examination of the U.S Constitution. In order to understand much of American history, it is extremely important to have a deep knowledge of the infrastructure of the American government so you can more easily navigate the remaining units of the school year. After that unit, the course will examine US history from the founding period to the present. However, this class will be taught thematically instead of chronologically. That means we will examine a particular part of history of the U.S from 1776 to the present and then start over with a new theme. You will learn each decade of US history from 1865 five times.

Themes

American Foreign Policy

This unit examines the motives and methods of United States involvement in foreign affairs and the impact thereof on the United States government and U.S citizens.

The Struggle for Equality:

How Marginalized Groups Have Tried to Move to the Center of American Social Life

This unit explores how different groups throughout history have experienced movement on the spectrum of full equality and being part of a rigid social/political/economic structure. This unit will be covered by examining the experiences of various marginalized groups throughout history such as African Americans, Women, Asian Americans, Latino Americans and Native Americans.

Striving for Balance between Democracy and Authority

This unit examines the tension between the increasing power of the federal government, it's branches and the rights of the people in the United States. The power of the federal government and/or branches of government fluctuates at various times depending on circumstances, including the cultural and political climate. In turn, we will also be studying the ability of the people to retain rights as the federal government grows.

Essential Questions:

- What is the relationship between the national government, state governments and individuals?
- What forces have made the United States legally and socially more inclusive?
- What has created economic opportunity? Is there economic opportunity for all?
- To what extent did US foreign policy decisions further national security?

Behavior Ground Rules/Class Expectations

Each term you will be filling out a Class Citizenship self-evaluation. I will go over that evaluation and agree/disagree when needed. A copy of that sheet is attached to this course outline. Also, you will be expected to follow the school's behavioral guidelines for creating a supportive and safe learning environment.

Grading

Homework: Average daily assignments are worth 3 points, I will look for keywords,, sentences/phrases that demonstrate comprehension and a thorough work ethic. From time to time, homework will be worth 5-20 points, and you will always be made aware of such ahead of time. .

Tests/other assessments: Will be worth 50-100 points. You will have at least 2-4 assessments, either papers/projects that will be worth 25-100 points each term.

Term grades will be calculated in the following fashion,

<i>Assessments (tests, in-class essays, quizzes, large projects)</i>	<i>65%</i>
<i>Term Assignments (homework, in-class group work, small projects)</i>	<i>25%</i>
<i>Class Citizenship (see attached for breakdown)</i>	<i>10%</i>

Homework, ongoing projects, papers, etc will go down a grade a day for each day late. For example, if you would have received a B +, but were a day late – you would therefore receive a B. Keep your assignment notebook updated and keep track of our wikispace (listed at the top of this course outline). I will NOT chase you down to hand in work. If you are absent, take the initiative and email me or stop by if missed the day before a drop day, etc. If you are going away for an extended period of time (family trips, etc), please see me ahead of time and often I can get the work to you.

Writing Goals

The Writing Goal for your Junior Year is to reach and surpass proficiency in how to investigate various ways to implement historian's arguments and/or approaches within essay writing (e.g. how do I situate my argument with others?) More specifically, throughout the course of the year you will be required to complete 4 major assignments: 2 analytical prompts during the year (1 must be historiography, 1 can be non-written), 1 narrative or summative prompt (must be written), and 1 analytical prompt on the final exam. All prompts will be contextualized within units/themes.