

MAKING HISTORY

Instructor:

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Room 105

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Making History presents a “hands on” opportunity for learners to explore history. Students will develop research skills and become experts in several topics of their choosing. They will showcase their inquiries through videos, photographs, podcasts, websites, and exhibits that demonstrate 21st century skills and learning. Local experts will drop in to share their experiences & knowledge. The culmination of the course will require students to submit an entry for the annual National History Day competition. Making History is a great opportunity for students who are interested in exploring their home, school, community and beyond.

Graduation Standards

Standards:

- **HISTORY:** Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Guiding Principles:

- **A clear and effective communicator**
- **A self-directed and lifelong learner**
- **A creative and practical problem solver**
- **A responsible and involved citizen**
- **An integrative and informed thinker**

Unit 1	Seeing History
Summary	Students will look at how history is portrayed in visual formats from Hollywood films to documentaries and photographs. Emphasizing an analysis on viewpoints and perspective, students will explore the importance of how history is interpreted in a fair and even way. After analyzing a variety of visual sources, students will create their own documentary.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>
Unit 2	Hearing History
Summary	Students will look at how history is portrayed in audio formats from protest songs to podcasts and speeches. After analyzing a variety of audio sources, students will create their own podcast on a historical or current issue.

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Unit 3	Telling History
Summary	Students analyze primary and secondary sources and work toward developing strong research techniques. Students apply their research skills to a historical investigation of a local topic. Included in the research will be a profile of an individual related to the topic. They will tell their story by creating a website.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>
Unit 4	National History Day
Summary	Students use the skills they have developed during the course to create their own entry for National History Day. They will have the choice to develop an essay, website, documentary, performance or exhibit to enter into a regional competition, some moving on to state and national competition.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>
Unit 5	Performing History
Summary	Students will look at how history and current issues are portrayed on the stage. Primary sources will be used as source materials to create mini-performances. Students will ultimately create a performance simulating a current issue.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>

Unit 6	Curating History
Summary	Students will look at how history is portrayed in museums and memorials. After taking trips to local museums and historic sites, students will use what they've learned to create their own exhibit.
Performance Indicators Assessed in Unit	<p><i>History 1: Eras, Themes & Influences</i> Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <p><i>History 2: Unity & Diversity</i> Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities.</p>

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Summative assessments count for 70% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.