



# BELLOWS FREE ACADEMY

St. Albans, Vermont

## *Social Studies Department Course Syllabus*

**Course Name:** *U.S. History*

**Course ID:** 10236

**Course Credits:** 1.0

**Instructor:** *Moulton, Jeff*

**Year/Term:** 2019-20

**Room:** A101

**Phone:** 527-6591

**Email:** *[jmoulton@maplerun.org](mailto:jmoulton@maplerun.org)*

## **Course Information**

### **Description:**

*United States History is a required course for juniors. Students analyze America from a cultural, political, economic, military, domestic point of view to the late 1990's. U.S. History A covers the PreCivil War era through World War I. U.S. History B covers the twentieth century beginning with the 52 1920's. A variety of learning strategies will be used including discussions, multimedia, simulations, research, term projects, and outside readings. Evaluation is based on participation, assignments, tests, and projects.*

### **Prerequisites:**

*None*

## Course Standards:

- **Inquiry**: *Students make sense of the world through questioning and developing reasonable explanations to support such inquiry through the analysis of information.*
- **History**: *Students understand and evaluate change and continuity over time by making appropriate use of historical evidence in answering questions and developing arguments about the past.*

## Transferable Skills:

- **Self-Direction**: *The ability to independently see a task through to completion, meet due dates, and come to class prepared; and can communicate with the instructor ahead of time to arrange alternate due dates for extenuating circumstances.*
- **Responsible & Involved Citizenship**: *Students take responsibility for personal decisions and actions; works collaboratively with others; and uses technology and digital media responsibly.*
- **Informed & Integrated Thinking**: *Use evidence to justify claims and arguments.*

## Required Texts and Materials

- *Teacher-provided texts;*
- *A 3-ring binder or folder to keep our learning documents organized; and*
- *Something to write with.*

## Scoring

- Each course content standard will be averaged to the nearest whole number. All course content standards will then be averaged together to provide an Overall Course Proficiency/Standard Average. Students must have a 3.0 or higher as an Overall Course Proficiency Average in order to pass the class and receive course credit.
- If a student's score trend over time shows a growth pattern that the average does not show, then scores will be adjusted higher to best represent that growth.

## **Assessment Policy**

**Assessments:** *Each unit of study will consist of the following assessment strategies outlined below.*

1. *Pre-Assessments:* *Students will respond to the actual test questions before their learning via Google Form/Survey to determine student readiness and monitor growth and progress throughout the unit of study's learning;*
  
2. *Formative Assessments:* *Students will be engaged in a variety of reading, writing, vocabulary, and film activities, all of which MUST be accomplished in order to take the unit's final assessment.*
  
3. *Unit (Summative) Assessment:* *Students will respond to reading and vocabulary questions as well as create an evidence-based argument from the unit of study's Compelling Question. Here is an outline of how the summative assessments will be organized:*
  - *History PBGR: Vocabulary and Reading and Writing prompts and questions; and*
  
  - *Inquiry PBGR: Construct an evidence-based argument that addresses the compelling question using specific claims and evidence from historical sources while acknowledging competing views.*

*A flex day will be planned, following an assessment, to provide students the opportunity to be reassessed and/or work on missing/current assignments. These days will be identified on the class calendar when each corresponding test day is identified.*

## **Course Outline**

## Introductory Unit of Study: “The American Experience”

Compelling Question: *Who gets to experience the American Dream?*

### Supporting Questions

1. *What is citizenship?*
2. *What defines our American values and principles?*
3. *What shapes our political culture?*

## Unit One: “Birth of a Nation”

Compelling Question: *Are we a perfect union?*

### Supporting Questions

1. *Is compromise always fair?*
2. *Did the Constitution create a just government?*
3. *What rights are guaranteed in the Bill of Rights?*
4. *What should be the role of government?*

## Unit Two: “Westward Expansion”

Compelling Question: *Does growth always lead to progress?*

### Supporting Questions

1. *Were the Louisiana Purchase and the Missouri Compromise good for America?*
2. *Was America justified in taking land from Mexico?*
3. *Did the California Gold Rush transform the American Dream?*
4. *Will the removal of Native Americans lead to progress for America?*



## Unit Three: “Union in Peril”

Compelling Question: *When is nullification okay?*

### Supporting Questions

1. *Can words lead to war?*

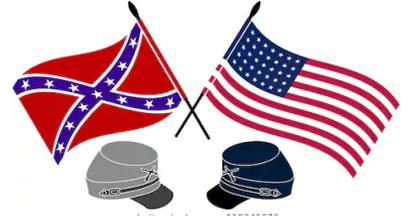
2. Can 'popular sovereignty' work?
3. Should Dred Scott be set free?
4. Which event caused the most conflict between the North and South?

#### **Unit Four: "The U.S. Civil War"**

Compelling Question: *How should we remember the Civil War?*

##### Supporting Questions

1. What happened during the early years of the war?
2. Did Lincoln abuse his executive powers during the war?
3. What were the turning points of the war?
4. What were the legacies of the Civil War?



#### **Unit Five: "Reconstruction"**

Compelling Question: *Why is conflict so difficult to resolve?*

##### Supporting Questions

1. What were the main conflicts of Reconstruction?
2. What were the competing plans for Reconstruction?
3. Who should resolve the conflicts of Reconstruction?
4. Did Reconstruction resolve the social, political, and constitutional conflicts?

#### **Unit Six: "The Civil Rights Movement"**

Compelling Question: *What sacrifices does a leader need to consider to create purposeful change?*

##### Supporting Questions

1. What happened in Montgomery, Alabama & Little Rock, Arkansas?
2. Did Civil Rights activists invite confrontation while remaining non-violent?
3. Why was the summer of 1965 known as the 'Freedom Summer?'
4. Did the Civil Rights Movement make any progress?



#### **Unit Seven: "From the Gilded Age to the Great Depression"**

Compelling Question: *What became of the American Dream?*

##### Supporting Questions

1. The Gilded Age-How bad were the problems of the Gilded Age?
2. The Progressive Era-Did the Progressive Era make enough progress?
3. The Roaring Twenties-Did the Roaring Twenties cause the ultimate economic hangover?

4. *The Great Depression-Was the New Deal a Good Deal?*

**Unit Eight: “American Imperialism”**

Compelling Question: *Should America practice imperialism?*

Supporting Questions

1. *What historical events tested our unity and commitment to our founding principles?*
2. *How did “American Exceptionalism” lead to an era of “New Imperialism” for the United States?*
3. *What were the four major ideologies of American imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries?*
4. *What were the intentions of America’s foreign policies under Presidents Theodore Roosevelt, William H. Taft, and Woodrow Wilson?*



**Unit Nine: “World War I and World War II Comparative Study”**

Compelling Question: *Which war matters the most?*

Supporting Questions

1. *Could these wars have been avoided?*
2. *Should America get involved?*
3. *How did we treat our citizens on the homefront?*
4. *Do these wars still influence us today?*

**Additional Information**

**Culture of Learning:** *Students will have an opportunity to create their classroom environment by sharing and implementing their values. Three specific questions will be asked of the students to record and share to help create our culture of learning.*

1. Instruction: *How do I want to be taught? (How do I like to learn? How do I not like to learn?);*
2. Content: *What do I want to learn? (What interests me the most?); and*

3. Student Rights: What responsibilities should I uphold as a citizen of this class? (What privileges would I like to have in class?)

**Classroom Accountability Model:** The student and the teacher will be accountable for our Culture of Learning and follow a model to assure we are all developing appropriate relationships and treating each other with respect. Should the teacher or the student not uphold the values recorded in our Culture of Learning, we will follow the protocol outlined in BFA's Behavior Support Continuum. A Re-entry Plan will need to be established through one or more interventions described below before the student or teacher is allowed back into the classroom.

1. Restorative Circle Dialogue: A conversation with the student, teacher, parent(s), case manager, counselor; and/or administrator in a restorative justice circle format.
2. Restorative Research Activity: A research project specifically linked to the physical and/or emotional harm which could occur to the person or others followed by a presentation to the teacher or a panel of community members.

**Assessment Philosophy & Procedure for Retakes:** "LSAT. MCAT. Praxis, SAT. Bar exam. CPA exam. Driver's license. Pilot's license. Auto mechanic certification exam. Every one of these assessments reflects the adult-level working-world responsibilities our students will one day face. Many of them are high stakes: People's lives depend on these tests' validity as accurate measures of individual competence. All of them can be redone over and over for full credit." - Rick Wormeli

### **Philosophy**

PLEASE NOTE: Before a student may take a summative assessment (i.e. quiz and/or test), the student must show evidence of all formative task completion (i.e. reading tasks, writing tasks, etc.) All students will be given multiple opportunities to demonstrate proficiency with all Parent Standards (PBGRs) for each class, recognizing that students learn at different rates and times.

Like the scientific method itself, learning is a type of hypothesis testing: making an educated guess, learning from that guess, and redoing the experiment with new knowledge. However, we must be able to manage our time, sanity, and learning should we offer the opportunity of redos in this class. Here is how this will work in our learning culture.

*Multiple opportunities may fall into two categories:*

- 1. Additional assessments given, as part of the regular curriculum, throughout the year relating to specific learning targets; or*
- 2. Retakes of specific assessments which address the learning targets.*

*The reassessment scores will replace the proficiency scores. Reassessment scores will not be averaged with the original score and a reassessment score will never replace a higher score. Students may - if necessary - retake a portion of the assessment to be proficient, however, a student may not score a “4” (Mastery) on a retake unless he/she has retaken the entire assessment.*

**Procedure for Retakes** - *Should a student wish to redo an assessment, the student should consider the following:*

- 1. The goal of allowing students to redo assignments is to engage them in deeper learning, not grade swapping.*
- 2. Students should expect that your teacher will not hurry to change a grade/score. Re-dos will be assessed at the teacher's convenience.*
- 3. When students submit a redo, the student should highlight the revised part of the assessment and answer the question, “How does this revised assessment show evidence of increased learning?”*
- 4. Don't be surprised if the redo is a different assessment altogether. In most cases, the student will not be taking the same exact assessment over.*
- 5. Encourage peer and self-assessment of the redo until the student feels the assignment is ready to be turned in for a grade.*
- 6. Students who abuse the redo privilege may not be eligible for redos.*
- 7. Students will need to schedule and retake the assessment before the next unit plan's summative assessment. (i.e. Should a student wish to redo a Unit 1 Test, the student must do so before the date of the Unit 2 Test.)*