

CLASS SYLLABUS: American History from 1700 to 1865. TEACHER: Mr. Lauby
WEBPAGE: www.fillmorecentral.org CANVAS: fcps.mylearning.org

TEXTBOOK: *The American Republic to 1877*. The McGraw-Hill Companies, Inc. 2007

OVERVIEW OF HISTORY:

The study of history is much more than just learning about important people, events, and dates. The study of history helps us learn about the past so that we might prevent making the same mistakes. History can tell us where we have been, therefore, it can give us direction to where we are going. It teaches us about our ancestors and helps us gain an appreciation for them. Remember that we are a living history and without knowing where we came from our lives would not have the same meaning.

CLASS DESCRIPTION:

This class begins with the first Americans and continues through important stages of America's storied history. Topics to be studied will range from early Colonial Life, Slavery, the American Revolution, the new American Government, "Manifest Destiny", and concluding with the Civil War and much more in between.

COURSE MISSION:

1. TLW gain an understanding of history and be aware that history is in continual change because of new evidence and interpretations.
2. TLW study primary sources and appreciate their role in American history.
3. TLW recognize key events, peoples, and problems of time period.
4. TLW study the role religion, economics, and politics played in the framework of America's history.
5. TLW gain an understanding of his/her own role in history, government, and our political process.

METHODS OF TEACHING/GRADING:

A student's grade will be determined by the amount of points earned out of the total points available within two categories of assessments (Formative & Summative). The total of Summative Assessments (Tests, Projects, Presentations) will be equal to 80% of the total grade. The total of Formative Assessments (Quizzes, Angels, Practice work, Study Guides) will be equal to 20% of the total grade

Grade Scale/Leveled Grade Conversion Scale

100%-97% = 4.5	88%-85% = 3.0	76%-73% = 1.5	A = (4.0-4.5)	D+ = (1.99 - 1.5)
			B+ = (3.99-3.5)	D = (1.499 - 1.0)
96%-93% = 4.0	84%-81% = 2.5	72%-69% = 1.0	B = (3.499 - 3.0)	F = (0.999 - 0.0)
			C+ = (2.99 - 2.5)	
92%-89% = 3.5	80%-77% = 2.0	68%-0% = 0.0	C = (2.499 - 2.0)	

PRACTICE WORK:

Practice work will only be assigned if there has been enough time left in class to explain, discuss, and begin working on assignment before dismissal. When possible, ANGEL will be used for many assignments and additional learning opportunities. Practice work is evaluated and feedback will be given the next appropriate class session. Not all practice work will be assigned a grade, but it is essential in preparation for summative assessments.

MISSING/LATE ASSIGNMENTS:

Students unable to complete formative work on time will be assigned an INCOMPLETE for their missing work. Students will have the grading period (9 week terms) to submit any missing formative or summative work and failure to do so will result in a zero entered when the grading period has completed.

SUMMATIVE RETAKE POLICY:

Students will be permitted ONE retake for any summative assessment (Presentations are excluded from this policy). Standards for retakes shall include: **1.** Remediation required and designated by Mr. Lauby **2.** An incomplete has not been recorded for the assessment (Re-takes are not allowed for incomplete tasks.) **3.** The retake assessment will be a different assessment than the original AND the last attempt will be the final recorded grade.

NOTEBOOKS:

Notebooks are a valuable resource for this class. I cannot require you to write down notes during class. It is to help you, take advantage of it. My notes for the entire class are on CANVAS.

Of the fifty wealthiest people in the world, only one common link was found. They all took prolific notes and they were all extensive readers. It has been said that 90% of what you write down you remember

GENERAL CLASSROOM GUIDELINES – FOR MR. LAUBY

1. Your appropriate supplies will be expected and with you upon entering the room each day. If class has already begun you will have to wait until after class to get your assignment, and borrow what you need in class. **Stress is avoided through preparation.**
2. NO FOOD, DRINKS, OR CANDY. Gum will be allowed as long as it is not heard or seen.
3. Follow all COVID Guidelines
4. Be in your seat ready to go--*when the door is shut, class is to get started.*
5. Restroom should be used during break times or between classes. EMERGENCIES ONLY. Your agenda is your hall pass.
6. Be safe, responsible, and respectful to everyone. **I don't expect perfect—if I ask you to stop what you are doing—stop!** I'm always available to visit after class or before or after school about any issues.

Character + competence = credibility + respect

COURSE OBJECTIVES:

1. TLW analyze the culture of early Native Americans in North America.
2. TLW compare and contrast Spanish, French, and English settlements in North America.
3. TLW analyze the major religious, ideological, nationalist, and economic groups that led to competition among European powers.
4. TLW identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.
5. TLW evaluate the factors that led to the founding of the colonies.
6. TLW compare and contrast the geographic, political, economic, and social differences between the three early regions of the colonies.
7. TLW analyze the principle economic and political connections between the colonies and England (theory of mercantilism).
8. TLW identify key individuals and documents in the fight for America's independence.
9. TLW analyze the major battles of the Revolutionary War and reasons for colonial victory in the war.
10. TLW analyze the struggle to write and ratify a new governing system for the new country.
11. TLW compare and contrast the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
12. TLW interpret the major problems and events of the presidencies of Washington, Jefferson, Madison, Jackson, Polk, and Lincoln.
13. TLW appraise the concept of nationalism as an outcome of the War of 1812.
14. TLW evaluate the impact of inventions on the U.S. way of life.
15. TLW interpret and illustrate the U.S. efforts of expansion (Manifest Destiny) from 1830-1853.
16. TLW identify key events and people leading to secession and war between the North and the South.
17. TLW compare and contrast economic and philosophical differences between the North and the South.
18. TLW evaluate the impact of slavery upon the U.S. and evaluate the government's efforts to resolve slavery concerns between the North and South.
19. TLW identify key individuals and events during the Civil War.
20. TLW debate federal policies of expansion and how they affected various cultures and individuals.