

# Honors US History

## 2019-20

<p>Instructor information: <b>Andrew Ivy</b> – <a href="mailto:aivy@lwsd.org">aivy@lwsd.org</a> Rm 208 Phone: 425-936-2770 Office hours: 7:00-7:30 AM Mon – Fri 2:30-3:15 PM Mon/Tue/Thu/Fri Or by appointment</p> <p><b>Texts:</b> <i>The American Pageant</i>, by Kennedy, et.al. (available in PDF version on our PowerSchool page) <i>United States History</i>, by Lapsansky-Werner, et.al., 2008.</p>	<p>This course is a chronological survey of United States history from pre-colonial times to the present through several units of study. Students will develop and practice historical reasoning skills such as compare and contrast or cause and effect, and they will apply those skills in tests, writing assignments and classroom projects. Reading and writing assignments emphasize comprehension of main themes, trends and concepts, and analysis of some primary sources necessary for an understanding of the American historical experience. Further, a significant goal of this course will be to connect historical events, processes, contexts and the precedents they set to current events in the US and the world. Activities may include group projects. Exams may consist of multiple choice questions, and/or written responses. By the end of this course, students will be able to read and interpret difficult primary sources, write complex essays on historical topics, and present their understanding of complex historical topics in a variety of formats.</p>
<p>Course Objectives:</p> <ul style="list-style-type: none"><li>▶ Understand the narrative of U.S. History and how studying history helps explain the world we live in today.</li><li>▶ Understand that the United States has always been a diverse and constantly evolving society and that conflicts within that society have been resolved by a variety of means.</li><li>▶ Widen students' perspective on what it has meant and what it means to be an American.</li><li>▶ Develop critical-thinking skills necessary for citizens in a democracy and for historians.</li><li>▶ Develop reading comprehension skills for primary and secondary sources and identify points of view.</li><li>▶ Learn to form an historical argument and support it with evidence from primary and secondary sources.</li><li>▶ Develop historical empathy</li><li>▶ Develop geographic literacy</li></ul>	

## Schedule

The course is divided into nine historical periods. Each period covers between 1-5 chapters of our textbook and is often subdivided into two or three units, designed to introduce historical themes and a shift in the American story. Each period may have several selected readings, chapter quizzes, and formative assessments such a short essay or small group project, and each period ends with a summative exam of the entire unit.

Each unit is guided by three or more specific questions to help students approach and explore the larger themes of the historical period, such as the role of immigration, environmental concerns, technological developments or the role of government. They are intended to help students think critically and guide the thought process of the entire period, but also connect to the full scope of American history as well.

### PERIOD 1: 1491-1607

- **September**
- **Reading Assignments:** *The American Pageant*, Chapters 1–2 – The pre-Columbian and pre-Colonial Americas

## PERIOD 2: 1607–1754

- **September**
- **Reading Assignments:** *The American Pageant*, Chapters 2-5 – The Colonial Period; the Early components of an American Identity

## PERIOD 3 1754–1800

- **October**
- **Reading Assignments:** *The American Pageant*, Chapters 6-10 – the Revolutionary and Constitutional periods

## PERIOD 4 1800–1848

- **October/November**
- **Reading Assignments:** *The American Pageant*, Chapters 11-17 – The National Experiment and early westward expansion.

## PERIOD 5: 1844-1877

- **December**
- **Reading Assignments:** *The American Pageant*, Chapters 17-22 – The struggle over Slavery.

## PERIOD 6 1865–1898

- **January/February**
- **Reading Assignments:** *The American Pageant*, Chapters 23-26 – The forces at work shaping a new American Identity

## PERIOD 7 1890–1945

- **February/ March**
- **Reading Assignments:** *The American Pageant*, Chapters 27-35 – America on the world stage

## PERIOD 8 1945–1980

- **April**
- **Reading Assignments:** *The American Pageant*, Chapters 36-39 – The post-War world; American Identity remade.

## PERIOD 9: 1980-present

- **May**
- **Reading Assignments:** *The American Pageant*, Chapters 39-42+ - Pressures of the Modern World

State directed CBA (Classroom Based Assessment)

- **May/June\***

## Grading Policy

At Tesla STEM High School, grades are based on the following percentage system:

- A :** 90 to 100
- B+ :**  $< 90$  and  $\geq 87$
- B :**  $< 87$  and  $\geq 84$
- B- :**  $< 84$  and  $\geq 80$
- C+:**  $< 80$  and  $\geq 77$
- C :**  $< 77$  and  $\geq 73$
- C-:**  $< 73$  and  $\geq 70$
- NC:**  $< 69$  and below

I compute grades using *cumulative* points earned over the semester. Grades are earned on classroom work and assessments in four categories – percentages are only an approximation. I do not weight categories.

- **30% Quizzes/Unit tests:** Chapter quizzes on main content of each chapter or combined chapters, using source-based multiple-choice questions; these are typically 10-20 points.
- **20% Class work:** Short-term projects or homework to measure students' ability to identify main points of the readings or develop outlines for the chapter concepts, etc. Homework is typically 5-10 point assignments.
- **20% Essays/Projects:** Asks students to synthesize a larger period of study or outside research for presentation. Essays usually consist of primary sources to be used in forming an answer to a question central to a theme or time period; typically 5-10 points.
- **30% Period Tests:** In-depth evaluations to gauge, at a particular point in time, student learning relative to content standards. May include multiple-choice questions, short answer or essay questions; these can be up to 40 points.

I do not have extra credit assignments. Please don't expect me to reconsider a previous grade or adjust your grade upward at the semester.

## Late Work & Absences

Students are expected to attend every class, and to participate in every discussion, and to be prepared for quizzes, essays, and tests. If you know in advance that you will be absent, please see me as soon as possible so that we can make appropriate arrangements.

Late work will be accepted without penalty in the case of a medical emergency or some other type of emergency that has been brought to my attention. Otherwise, late work will suffer a penalty of 10% for each day they are late. Late work will be graded according to the assignment's rubric and then the penalty will be assessed.

The late assignment will receive a zero until it is complete. Once it is complete, I will grade it and enter the grade into the online grade book. **ALL LATE WORK MUST BE COMPLETED BEFORE THE RELEVANT PERIOD EXAM.**

Tesla STEM High School prepares students to be successful in college as well as develop real world skills. Turning school work in on time provides students with the structure necessary to develop time management and task completion skills. This policy is intended to contribute to solid work habits and academic success.

If you are absent for any reason, it is **your** responsibility to check with me to discuss any work missed or assigned while you were away.

## Academic Honesty

As detailed in the LWSD Student Rights and Responsibilities handbook, plagiarism in any form is not tolerated. Plagiarism will result in a 0 in the gradebook, and these offenses will be dealt with as per the student handbook.

Please understand that I devote all of my classroom time to the students, so I do not answer phone calls or emails during class. However, I will return phone calls or email within 48 hours (usually sooner).

*Please complete and sign this page and return to me by the end of first week.*

Student Name:

---

(print)

I have read and understand the expectations and policies described in Mr. Ivy's syllabus for the U.S. History class at Tesla STEM High School. By signing this, I recognize that I am responsible for my own actions, behaviors, and academic performance.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I am sharing this with my parents and asking them to sign as well to show that they have also read and understand the expectations and policies.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_