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| Teacher: | Mrs. Alissa Heppler | Semester: | Full Year Course |
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 **US History**

 **Pittsfield School District Logic Model Focus Areas:**

1. Student Ownership for Learning
2. Raising Student Achievement
3. Developing 21st Century Skills, Civic Responsibility, and Social-Emotional Learning
4. Redefining Adult Roles and Performance Expectations
5. Engaging with the Community

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| **Course Description:** United States History is a program designed to help students develop academic and social skills needed for college while becoming more knowledgeable about our nation's past from the early settlements of our nation to the present. It will provide students with numerous opportunities to demonstrate an understanding and appreciation of our nation's history and heritage while clarifying and elaborating upon their understanding of significant historical concepts and information. Students will be expected to complete challenging reading, research, writing and project assignments on time and take a series of traditional examinations based on text readings. At times, we will be closely linked to English 11 with Mrs. Wellington, in an effort to understand how history influences writing and ideas and vice versa. |
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| **Course Competencies** | **Performance Indicators** |
| 1. **Students will understand that economic, political, social, and religious issues all contributed to the development of the United States. Students will be able to demonstrate the ability to recognize how these issues from the past have helped influence the current state of our country. (SS:HI:12:1)**
 | * I can connect the economic, political, and societal issues that led to various wars (i.e. American Revolution, Civil War, World War I, World War II, Korean War, Vietnam War, etc.)
* I can analyze how new inventions have changed the economic and social aspects of the U.S.
* I can connect the various social and political origins, accomplishments, and limitations of Progressivism.
* I can analyze the economic, social, political, and religious importance of U.S. imperialism on various countries/territories
* I can distinguish important people in the 1920s who influenced the economic, political, social and religious issues of that time
* I can connect three economic issues that caused the Great Depression and how the New Deal addressed those economic, political, and social issues that were occurring during that time
* I can investigate the events that led up to the Cold War and the effects the Cold War had on economic, political, social, and religious aspects throughout the world during this time and now
* I can draw conclusions on the impact of the Civil Rights Movement on the U.S.
* I can discuss the issues of the Vietnam War and why people supported/opposed it
* I can demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.
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| **2) Students will understand that events, actions, ideals, and policies that were present in our nation from the 18th century to the present have impacted people and governments throughout the world and will continue to lay the groundwork for future generations. (SS:HI:12:2 and 3)**  | * I can analyze how the American Revolution changed not only our nation, but also our relationships with other countries.
* I can connect how the Missouri Compromise, Compromise of 1850 and  other legislations/court decisions played a role in dividing the U.S. and causing the Civil War
* I can assess how the policies and social ideals within the North and South caused the Civil War to occur
* I can prove how U.S. exploration and expansion have influenced other peoples and their government
* I can analyze how the U.S.’s intervention in various wars has influenced the other countries of the world (i.e. World War I, World War II, Korean War, Vietnam War, etc.)
* I can analyze how people in the 1920s were able to change the political and social aspects of our country
* I can apply ways as to how the Great Depression brought about various policy changes through the use of the New Deal
* I can interpret how the Cold War policies impacted our relationship with various countries in the world
* I can assess how the Civil Rights Movement changed various policies and ideals of the people in our country
* I can connect how the growth of our country, throughout the centuries, has been influenced by the many events and actions of people that helped make our country (map of the 50 states).
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| **3) Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender and will continue to evolve as people’s work to make positive decisions in society. (SS:HI:12:5)** | * I can analyze how the end of slavery and destruction of the South changed ethnicity, patterns of class, and racial issues in society
* I can synthesize how the Reconstruction influenced changes in class and race in the U.S.
* I can analyze how immigration influenced class and ethnicity in the US.
* I can investigate how gender and ethnicity changed during the 1920s
* I can compare how class, race, and gender have changed throughout the Civil Rights Movement in the U.S.
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|  **4) Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good. Students will demonstrate the ability to use past and present events in order to help shape change and become more active and engaged citizens. (SS:CV:12:2)** | * I can connect the Declaration of Independence, Bill of Rights, Constitution, and the Articles of Confederation and how they shaped America’s liberty and freedom.
* I can analyze how African Americans worked to achieve their freedom and equality.
* I can draw conclusions to how advancements in technology have helped the U.S. continue to be free and secure
* I can analyze how women worked to achieve their freedom, equality, and individualism.
* I can draw conclusions as to how our role in World War I helped the U.S. continue to be free and secure
* I can cite evidence as to how politics of the Cold War worked to maintain our freedom and security
* I can investigate how the Civil Rights Movement worked to achieve freedom and security for all along with liberty and equality
* I can analyze how the Vietnam War influenced individual thoughts and ideas
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| **5) Students will understand that technological advancements have both positive and negative impacts on the development of American policies and economy. These new technologies will help benefit the development of the United States as a whole, but will also aid in the impact that the United States has on globalized trade. (SS:HI:12:4) (impact technological advancements throughout the world)** | * I can analyze how technology aided in the growth of the US during pre-Civil War America.
* I can investigate how the Reconstruction and its advancement in technology have helped to grow our country into a powerful nation
* I can analyze how new weapons, during times of war, changed the landscape of our country and the world (i.e. Civil War, World War I, World War II, Korean War, Vietnam War, etc.)
* I can connect how various programs during the Great Depression and the New Deal have aided in changing our economics during that time
* I can draw conclusions how the Space Race contributed to the Cold War
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| **6) Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.** | * This will be done throughout all units. We will be presenting and participating in seminars on various topics.
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| **Student Expectations:**With your high school career coming closer to an end, one of my jobs is to prepare you for the world outside of here. It is expected that you follow all school rules while you are in the classroom. However, throughout the course of the year, we will work to add other expectations for the class. It is the hope that these expectations will create more of a community atmosphere and will allow students to take more ownership in the class. |
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| **Course Evaluation/Assessment Calculation** 1. Mastery of all course competencies shall be the basis for awarding course credit.
2. Summative assessments are worth 100% toward determining the score for each competency. Formative assessments will be used to prepare for all summatives and are the basis for you to be proficient in each area. If you fail a competency, please expect to go back and complete alternative assignments before you are assessed again.
3. Only when a student has mastered all course competencies will the final course score be calculated by averaging the individual course competencies.
4. Rolling progress reports are issued approximately every nine (9) weeks.
5. Students are encouraged to recover missed competencies throughout the course and not wait until the end of a course/course failure.
6. The transcript will report only final course scores. Upon request for a transcript, a copy of the most recent rolling progress report will be used.
7. Traditional extra credit is not an appropriate measure of student learning and will not be assigned or included in score calculation.
8. Rubrics and the corresponding numerical point scale will be used to assess student progress and mastery.
9. A mid-term summative assessment will occur at the end of the first semester and will be used to prepare students for college, give an opportunity to show mastery of competencies, and/or develop competency recovery plans.
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| **Missing/Late Work Policy** |
| Missing and/or late work is defined as: When a student is not absent from class due to illness or other excused absence and does not hand in an assessment by the established due date, the work is considered missing or late. Students are highly encouraged to meet with their teachers before assessments are due to get assistance.1. If an assessment or project is not completed by the established due date, the student will earn an NE/0 as entered into Power School on that day.
2. Within a week, the student will need to arrange a meeting with the teacher to establish a new assessment plan (ex: same assessment with new time line, further formative assessments, redesigned summative, etc).
3. This new assessment plan is time-bound and the grade will remain an NE/0 unless the plan is completed by the mutually agreed upon due date.
4. All missing formative/summative assessments can only receive a 3. Because of the additional time students are receiving, a teacher can require additional work for the assessment to earn a 4.
5. All missing / late work cannot be reassessed because the new assessment plan and additional time takes the place of a reassessment opportunity.

**Reassessment Opportunity**A reassessment opportunity is available for students who want to improve their scores and handed in the assessment by the established due date. It is expected that if a student earned less than a 2.5 they will take advantage of the reassessment opportunity.1. The student must meet with the teacher within one week of receiving the scored work to create a reassessment plan.
2. The reassessment plan must be completed by the mutually agreed upon due date or the original score stands.
3. If the reassessment plan is completed on time and the score earned is between 2.5 and 4, the new score replaces the old score.
4. A reassessment score should never result in a lower score.
5. Reassessment plans are available for formative assessments at the teacher’s discretion.
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| **Additional Notes** |
| Please sign and return this form by Thursday, September 4th, 2014 |
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As signified by our signatures, we have received and read this course outline.

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| Student Signature | Date |
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| Parent/Guardian Signature | Date |