**United States History 2018-2019**

Department: Social Studies

Teacher: Monica Clark

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Planning Period: Fourth Period – Time – 10:03 – 10:52

**School Vision and Mission Statement**

*The vision of North Bullitt High School is for all seniors to graduate College or Career Ready & to achieve a School Composite of 20 on the ACT.*

*The mission of North Bullitt High School is to become Excellent, Ambitious, Genuine, Leading, Encouraging, and Successful EAGLES.  With the courage to spread your wings … you’ll learn to S.O.A.R.*

U.S. History is a required course for graduation from North Bullitt High School. Students must successfully complete two semesters of U.S. History.

**Course Description:**  United States History is a course designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. It is a year-long course of American History from the Founding Era to the present. There will be a focus on developing critical thinking skills, as well as, solid reading, writing and speaking skills. The course will be taught by using a thematic approach that applies “The Thirteen American Arguments: Enduring Debates That Define and Inspire Our Country” to ten chronological time periods. Students will be expected to think deeply about thirteen questions while refining their chronological reasoning skills. The course will be challenging, but exciting. It is story ripe with questions begging for answers.

**The Thirteen Arguments Are:**

1. Who is a person?
2. Who is an American?
3. The Role of Faith
4. What Can We Know and Say?
5. The Limits of Individualism
6. Who Judges the Law?
7. Debt and the Dollar
8. Local v. National Authority
9. Presidential Power
10. The Terms of Trade
11. War and Diplomacy
12. The Environment
13. A Fair, “More Perfect” Union

**The Historical Time Periods Are:**

1. The Constitution
2. Antebellum Period
3. Reconstruction
4. Industrialization
5. Progressivism
6. Imperialism and Expansion
7. Boom/Bust and Recovery (the 1920’s and 1930’s)
8. The 1940’s and 1950’s
9. The 1960’s and 1970’s
10. 1980’s to the Present

**Course Supplies:**

1. Students **MUST** have a notebook. We will use the notebook daily to record our thinking – so, it is recommended that students have 2 notebooks, one for each semester.
2. Students **MUST** have two folders. One of the folders must have prongs. One folder will be used to store critical materials; and, the other for maintaining assessments and a student reflection and goal setting log (folder with prongs).
3. Students must have an ample supply of writing utensils (pencils, blue and/or black pens)

**Course Expectations:**

Students are expected to come to class prepared every day. This includes bringing to class the necessary supplies and having completed any assigned readings. Because the curriculum is going to be anchored in historical arguments, students will be expected to participate in multiple forms of organized academic dialogue. The time allotted for the periods is a bit shorter, due to the seven-period day; so, students MUST be in their seats and working on the bell-ringer when the bell rings. This will allow us to maximize our learning time.

My belief is that **WE** are a collective group of learners, and, consequently **WE** need for everyone to honor **OUR** time and respect one another in a way that allows for all of **US** to be successful. In order for this to happen, **WE** must all agree to abide by some simple but crucial behavioral expectations. These include:

1. Students will put all cell phones away upon entering class. Cell phones may not be out or on desks at any time during the period.
2. Students will be allowed to have **WATER ONLY**, unless, otherwise stipulated.
3. Students will be active listeners – do not disrupt classmates or the teacher when they are speaking
4. Students must sit in assigned seats unless otherwise stipulated.

**Grading Policy:**

Much of what we do in this class will involve reading and writing. The development of these two skills is essential to transitioning from high school into the adult world whether that be advanced education, the military or a job. Therefore, some of the assessments will focus on developing these skills. The goal is to focus on growth; so, a portion of the grade (40%) will reflect a growth in these skills. This will be gauged through daily work and both formative and summative assessments. The other 60% of your grade will a reflection of your content knowledge. This portion of your grade will be compiled through a combination of daily work, projects, quizzes, writing and summative assessments (tests). The entire grading system will be based on a point system.

The final grade for the course will follow the grading policy established by the District:

90-100 is an A

80 – 89 is a B

70 – 79 is a C

60 – 69 is a D

59 or below is an F