

# U.S History ACP

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Our Wikispace: <https://msgordonsushistoryacp.wikispaces.com>

## Course Description

Welcome to Junior Year & U.S History! You will begin this school year by studying the foundations of American history with an examination of the U.S Constitution and American Identity. In order to understand much of American history, it is extremely important to have a deep knowledge of the infrastructure of the American government so you can more easily navigate the remaining units of the school year. After that unit, the course will examine US history from the period of Reconstruction (1865) up to the present. However, this class will be taught thematically instead of chronologically. That means we will examine a particular part of history of the US from 1865 up to the present and then start over with a new theme. You will learn each decade of US history from 1865 four times.

## Course Outline

The themes we will examine are:

*Equality-----Hierarchy*

Understanding movement on the spectrum of full equality and a rigid social structure . This unit will be covered twice - once from the perspective of African-Americans and once from the perspective of women.

*Individualism-----Collectivism*

The balance to maintain individual rights and/or to help the greater good as the role of government expands or contracts.

*Manifest Destiny: American Foreign Policy – A Juggling Act*

The path, cost and motives toward becoming a world superpower

## **Behavior Ground Rules/Class Expectations**

Each term you will be filling out a Class Citizenship self-evaluation. I will go over that evaluation and agree/disagree when needed. A copy of that sheet is attached to this course outline. Also, you will be expected to follow the following guidelines for creating a supportive and safe learning environment:

- Respect confidentiality
- Be willing to “try stuff on”
- Okay to disagree
- No blame/shame/attack
- Use “I” statements
- Share the “air time”
- Practice active listening
- Use And instead of But to practice Both/ And thinking
- Say ouch when something is said or done that is hurtful
- Remember Intent vs Impact

## **Grading**

Homework:

3 points - if simply checked and discussed in class.

- I will look for key words from the homework, sentences/phrases that demonstrate comprehension and a thorough work ethic.

5-20 points - if collected and more thoroughly graded/checked.

Tests/other assessments: 50-100 points.

- You will have at least 2-4 assessments, either papers/projects that will be worth 25-100 points each term. On occasion I will give a 50 point exam in class test and a 50 take-home component, such as an essay, etc.

**Term grades will be calculated in the following fashion,**

**Terms 1 & 4**

<i>Assessments (tests, in-class essays, quizzes, large projects)</i>	65%
<i>Term Assignments (homework, in-class group work, small projects)</i>	25 %
<i>Class Citizenship (see attached for breakdown)</i>	10 %

**Terms 2 & 3**

<i>Assessments (tests, in-class essays, quizzes, large projects)</i>	50%
<i>Junior Thesis</i>	30%
<i>Term Assignments (homework, in-class group work, small projects)</i>	15 %
<i>Class Citizenship (see attached for breakdown)</i>	5 %

Homework, ongoing projects, papers, etc will go down a grade a day for each day late. For example, if you would have received a B +, but were a day late – you would therefore receive a B. Keep your assignment notebook updated and keep track of our wikispace (listed at the top of this course outline). I will NOT chase you down to hand in work. If you are absent, take the initiative and email me or stop by if missed the day before a drop day, etc. If you are going away for an extended period of time (family trips, etc), please see me ahead of time and often I can get the work to you.

**Junior Thesis Project**

The Junior Thesis is a research and writing project that brings together the various skills you have learned throughout your social studies career. This year you will be completing a Junior Thesis Project in which you will be responsible for researching a topic and presenting an argument in a paper and through a dialogue.

**Materials Needed**

You are expected to have writing utensils (pen or pencils), a 3-ring binder or notebook and folders for our handouts. You will be getting a reader for each unit and therefore need to bring that reader with you to class as well. Extras of handouts can be found in the correctly labeled bin on the counter.