

Advanced United States History

Course Description

2009-2010

Mrs. Jaso

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Web site: <http://teacherweb.com/FL/BookerMS/HobbaJ/>

Welcome to United States History! In my Social Studies classroom we use the *History Alive!* program. Students will be active participants instead of passive observers, experiencing geography through dramatic role playing, creative simulations, dynamic group projects, and writing from a historical perspective. This year we will be covering the history of the United States through industrialism: the founding of our nation, the growth of American democracy, the Civil War that divided us, the diverse cultures that have enriched our society, the transformation of the United States into an industrial nation. Students will learn about a number of sensitive and controversial topics, including the development of different world religions. The *History Alive!* materials were designed to deal with these topics objectively, respectfully, and in accordance with standards set throughout the country. Below you will find some information regarding the course and its content. If you have any questions or concerns, feel free to contact me.

8th Grade United States History Standards

Standard 1 – Focusing Skills and Knowledge

- Students will analyze and interpret geographical and historical information from maps, graphs, timelines, and primary and secondary sources.
- Students will analyze the role of physical and cultural characteristics in the development of the United States and Florida.

Standard 2 – History

- Students will develop and understand the following:
 - The Federalist Period
 - The changes that occurred in the federal government under the leadership of Andrew Jackson
 - The meaning of Manifest Destiny and the acquisition of new lands in the West
 - Issues involved in creating sectional differences and social and political changes
 - The events of the Civil War and Reconstruction and the impact on the history of the United States
 - Issues involved with the settlement of the American West
 - The causes and consequences of urbanization of the United States

Standard 3 – Government

- Students will analyze and interpret the essential ideas of the American constitutional government, the organization of Florida's state and local governments and major responsibilities, and the rights and responsibilities of citizenship in the United States.

Standard 4 – Economics

- Students will be able to describe institutions that are part of a market economy and recognize the impact of economic decision and the factors that influence consumer decisions.

History Fair

ALL students will be required to participate in the History Fair. The History Fair will be the 2nd Quarter Independent Learning Project. This year's theme is ***Innovation in History: Impact and Change***. You will find an explanation of this year's theme on my class web site <http://teacherweb.com/FL/BookerMS/HobbaJ/>. For more information, please visit <http://www.nationalhistoryday.org>.

Expectations

Students are expected to come to class organized and prepared. All assignments are expected to receive 100% attention and effort. Students are expected to respect the classroom materials and environment. Most importantly, students are expected to make good choices.

Plagiarism

According to Random House, Inc., plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Access to technology makes it easier to copy the work of others. Students will learn what constitutes plagiarism and how to avoid it. A good rule to follow: If there are three words in a row that someone else can claim, cite it. Plagiarism is stealing and cheating and will not be tolerated. Plagiarism is against Sarasota County School's Code of Ethics and is against the law. Copying from a classmate is unacceptable on any classwork, homework assignments and individual assessments. If a student is caught plagiarizing, there will be an E-Mail or phone call home, and credit will not be given for the assignment/assessment. Opportunity to re-do the assignment/assessment will be given, however, a second offense may warrant a 0% for the assignment/assessment.

Course Outline

August

Course Introduction and Preview
Native Americans
European Exploration and Settlement

September

European Exploration and Settlement – continued
The English Colonies in America
Life in the Colonies
Toward Independence

October

1st Quarter Independent Learning Project Due
Toward Independence - continued
The Declaration of Independence
The American Revolution
Creating the Constitution
History Fair Preparation

November

Creating the Constitution - continued
A Constitution: A More Perfect Union
The Bill of Rights
History Fair Preparation

December

Political Developments in an Early Republic
Foreign Affairs in a Young Nation
The War of 1812
History Fair Preparation
2nd Quarter Independent Learning Projects Due

January

A Growing Sense of Nationhood
Andrew Jackson & the Growth of American Democracy
Manifest Destiny and the Growing Nation

February

Life in the West
Mexicano Contributions to the Southwest
An Era of Reform
The Worlds of North and South
3rd Quarter Independent Learning Project Due

March

The World of North and South - continued
African Americans at Mid-Century
A Dividing Nation
The Civil War

April

The Civil War - continued
The Reconstruction Era
The Rise of Industry
4th Quarter Independent Learning Project Due

May

The Great Wave of Immigration
The Progressive Era
Final Comprehensive Exam

Course Materials

- | | |
|--|--|
| <input type="checkbox"/> 1 – two inch binder w/ clear overlay | <input type="checkbox"/> 1 – small pencil sharpener |
| <input type="checkbox"/> 1 – 3-ring binder pencil case | <input type="checkbox"/> 2 – package of pens (blue or black) |
| <input type="checkbox"/> loose-leaf notebook paper | <input type="checkbox"/> 1 – box of pencils |
| <input type="checkbox"/> 1 – package of 5-tab insertable dividers | <input type="checkbox"/> 1 – box of colored pencils or markers |
| <input type="checkbox"/> Post-It Notes | <input type="checkbox"/> 1 – plastic/durable, 3 prong, 2 pocket folder |
| <input type="checkbox"/> 1 – package of hole reinforcements, self-adhesive | <input type="checkbox"/> 1 – package of sugar-free peppermints |

Grading Breakdown

Boardwork – 10%
Binder – 10%
Classwork – 25%
Tests – 25%
Projects – 30%

Grading Scale

A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = 59% - Below

***Late work will result in a 10 point penalty.** All projects will be graded using a rubric. Specific rubrics will be provided when the project is assigned. Students will be aware of the expectations for all assignments in advance.

Please sign to acknowledge that you have read and understand the Course Description for Advanced United States History.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____