

**ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION**

ELL 861 - ELL U.S. HISTORY

COURSE DESCRIPTION

This course fulfills the graduation requirement of one year of U.S. history as established by the State of Illinois. With an emphasis on the 20th century, the overriding goal of this course is to give students the opportunity to understand how the current domestic and international status of the U.S. developed. It is designed to help students identify causes and effects, events and philosophies, which led to the contemporary situation, and provide them with an historical basis for decision making. This course builds on the skills associated with historical inquiry introduced in World History. Geographic themes such as location, mobility, and interaction with the environment are stresses within this historical treatment. Historical investigation skills are also emphasized and practiced.

SPECIFIC COURSE TOPICS OF STUDY

- * Explore Pre-Colonial and Colonial Times
- * Explore the Revolutionary Era
- * Discuss the Early Republic
- * Explore the Era of American Expansion
- * Explore the Era of Division and Reunion
- * Discuss the Transforming of the American Nation
- * Discuss America and its position in the Cold War
- * Discuss Topics in Modern American History: Internet Revolution; September 11, 2001; and Future Challenges

SOCIAL STUDIES SKILLS STANDARDS

- 1: The course includes the study of political institutions in US History, with an emphasis on relationship between our government and its citizens over time.
- 2: The course includes the study of social and cultural developments in US History, with an emphasis on diversity, identity, demographic changes, and reform movements.
- 3: The course includes the study of diplomacy in US History, with an emphasis on our evolving relationship with nations and other foreign parties outside of the U.S.
- 4: The course includes the study of economic trends in US History.
- 6: The course includes instruction in analysis and interpretation of a variety of primary and secondary sources.
- 7: The course provides students with practice in writing, reading and presentations that demonstrate analytical and interpretive skills.
- 8: The course provides students with opportunities to improve their social emotional learning skills.

Class Learning Targets:

1. Students will comprehend written text from a variety of historical sources.
2. Students will accurately complete historical investigation labs.
3. Students will engage in argumentative writing and debate.

PERFORMANCE ASSESSMENTS

Feedback on learning can be given through informal and formal assessments. This can occur through in-class work, formative events, presentations, mid-unit, end of unit, and end of course assessments.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will need to:

1. Participate in class activities (take notes, contribute to cooperative learning, complete in class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments, final unit assessment and final exam.
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

MAKEUP POLICY

Students have one week to complete a missed assessment. Incomplete assessments result in a lack of evidence of student's understanding and may cause a student to fail.

GRADE DETERMINATION

Infinite campus houses up-to-date student grades and performance on all assignments and assessments. Grades will be determined using the following guidelines:

<u>Category</u>	<u>Weight</u>
Summative assessments	90%
Formative assessments	10%

Grading Scale:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			0-59 = F