The Wild West
Syllabus

INSTRUCTOR INFORMATION
Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION
 Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS
All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE DESCRIPTION
The Wild West is often portrayed as an uncivilized place driven by chaos and run by criminals. Is this an accurate portrayal or are they just Wild West myths? The truth is the West was made up of people just trying to get by. They had their hardships but everyone has obstacles, even today. In this class, we will learn about life in the 'wild' west and how it this side of the country became an integral part of our country's success. Students will develop inquiry, writing and literacy skills while learning about a subject that has been fascinating audiences throughout it's history. At the end of the course, students will create a project that displays their learning.

COURSE GOALS

Learners will:
● Explore the social, economic, and political conditions that led to the westward expansion in the 19th century.
● Examine the impact of Manifest Destiny on American attitudes and policies.
● Identify key geographical features of the American West and their influence on settlement patterns.
● Explore the interactions and conflicts between different cultural groups in the region.
● Examine the experiences of Native American tribes during westward expansion.
● Investigate the impact of federal policies, such as the Indian Removal Act, on indigenous communities.
● Analyze the economic factors driving westward expansion, including the discovery of gold, silver, and other resources.
● Explore the experiences of women, minorities, and marginalized groups during this period.
● Evaluate the long-term impact of westward expansion on the United States.
● Examine how the events and developments in the American West continue to shape the nation's identity and values.

STANDARDS MET

This course meets the following California state standards. Specific standards met for each assignment are listed with the assignment in the course itself. This course covers the California content standards for Social Sciences found here: [History Social Science Content Standards](#)

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Throughout the blocks, students will be the showcasing and exercising the following skills:

● Evaluate with supporting evidence
● Recall/describe and explain assumptions
● Interpret a plan of attack
● Recognize trends over time
● Classify essential results of compromise, solutions, policies
● Construct meaningful arguments from conflicting sides
● Defend and justify arguments
● Evaluate and critique government or historical policy

Block One: Manifest Destiny
Block One Discussion: Manifest Destiny-Why Was This America's Fate?
Watch Video: History Channel: Manifest Destiny
Explore: Manifest Desting Slideshow
Read: Manifest Destiny facts for kids
Block One Assignment: Slideshow Analysis

Block Two: Trail of Tears
Block 2 Discussion: Indian Removal Act of 1830
Watch Video: Trail of Tears National Historic Trail
Block Two Assignment: Trail of Tears and Andrew Jackson

Block Three: The Trails and the Journey West
Block Three Discussion: Migration
Read: Great Migration Slideshow

Read Native Americans Along the Way
Watch: Manifest Destiny video
Block Three Assignment/Journey West Narrative Story

Block Four: Going West/From Sea to Shining Sea
Video: Texas Annexation
Video: Mexican American War
Read: Khan Academy Texas Annexation
Block Four Assignment: The Journey West Story

Block Five: The California Gold Rush
Block Five Discussion: The California Gold Rush
Read: Khan Academy Texas Annexation
Watch: The Califorian Gold Rush in 3 Minutes
Block Five Assignment: The Gold Rush Netflix Series

Block Six: Science along the way
Watch: The Corps of Discovery
Explore: Cowboys Slideshow
Read:Old West Vigilantes
Block Six Assignment: Cowboy, Outlaw, Vigilante Tweets

Block Seven: Inventions and Advancements
Watch: Expanding the Transcontinental Railroad
Watch: Peanuts Gang explains the Transcontinental Railroad
Block Seven Assignment: Inventions and Innovations

Block Eight: The Great Frontier Final Project
Block Eight Final Project:"25 Things You Didn't Know About Me."

RESOURCES/MATERIALS USED IN THIS COURSE
- All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.
- Youtube: videos on TED Talks, Criminal Justice case studies, Instructor created videos, Facilitator created content

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK

in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

 This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and eachother in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications**. If you are emailing or messaging your instructor or eachother, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of eachother and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.

7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

GRADING
Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS
All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM
Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:
- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review THIS RESOURCE for more information on plagiarism and this guide for choosing, using and citing resources.

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY
All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA Info