

Kearsarge Regional High School: 2020 - 2021
Building An American Identity Course Syllabus (SS122)

Mr. Roddy: Email: croddy@kearsarge.org Website: <https://sites.google.com/a/kearsarge.org/roddy/>

Brief Course Description: *Building An American Identity*

First Semester Focus: Antebellum America to Reconstruction

This course exposes students to the birth of a Republican nation and the time period that defines what it means to be American. The themes of conflict and compromise will be used to explore our relationship with other nations and within our own. Beginning with the Louisiana Purchase and moving through the War of 1812, westward expansion and the American Civil War, students will see how the nation adapts to growth. Students will also trace the impact of unifying experiences like the Era of Good Feeling, Clay's American System, and the reform era. The study of New Hampshire history is embedded within this course by investigating the role of New Hampshire and its citizens in this time period of growth, disunion, and Reconstruction. The course concludes with an investigation into how reunification and Reconstruction shape the future of our country.

Essential Questions:

What is the role of reform in shaping an American identity?

How did the Civil War redefine American citizenship?

First Semester Units of Study:

Unit One: Growth & Reform

Unit Two: Conflict & Compromise

Unit Three: Crisis of the Union

Unit Four: The Civil War

Unit Five: Reconstruction America

Unit Six: Post-War America

Second Semester Focus: World Wars and the Years Between

This course analyzes the causes and effects of the First World War, post war social and cultural changes, causes and effects of the Great Depression, the New Deal, the rise of totalitarianism, the Second World War, and its aftermath. World Wars and the Years Between, is important in helping

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students understand and appreciate the legacy of America's role on the international stage, and to develop empathy, analytical, and cultural skills. The study of New Hampshire history is embedded within this course by investigating the experiences of New Hampshire citizens and communities during this unique period of history including the state's hosting of multiple international conferences as well as seeing the direct impact of New Deal programs and the war efforts.

Second Semester Units of Study:

Unit One: World War One
Unit Two: The 1920s
Unit Three: The 1930s
Unit Four: The Rise to Power
Unit Five: World War Two
Unit Six: Victory & Aftermath

Essential Questions:

What were the roots of 20th century Totalitarianism?

How did the interwar years prepare the United States for victory?

21st Century Learning Expectations

1. Initiative and Productivity: This category represents students' skills in time management, independence, production of high quality work, positive attitude, engagement, rigorous goal setting, and perseverance in learning.
2. Responsibility and Accountability: This category represents students' skills in promoting and exhibiting appropriate conduct as outlined in the student handbook and classroom policies, and demonstrating respect and involvement for school, local, national, and global community issues.
3. Collaboration: This category represents students' skills in consistently and actively working towards group goals by contributing knowledge, opinions, skills, and advocacy for self and others in a positive manner; it also reflects how students value and encourage the opinions and contributions of the other group members.

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Grading Scales: Grades will be updated online every two weeks.

Formative - 10 % of the grade
Summative - 90 % of the grade

Proficient with distinction: 90 - 100

Proficient: 75 – 89

Basic Proficiency: 65 – 74

In Progress: 50 – 64

Not Yet Proficient: 0 – 49

Course Competencies:

Analysis & Interpretation of U.S. History - 60 %

Evaluating Sources and Using Evidence - 15 %

Communicating Conclusions - 15 %

Formative Assessments - 10%

Common Summative Assessments: Midterm and Final.

Textbooks: Replacement Costs: \$85.00

Danzer, et al., The Americans, United States: McDougal Littell, 2005.

Lapsansky – Werner, Emma., et. Al., Modern America. Boston, Ma: Prentice Hall, 2010.

Common Resources: The CHOICES Program, Providence, Rhode Island: Brown University.

Suggested Materials:

Three Ring Binder	White lined paper or spiral 5 subject notebook for binder
Post It Notes	Blue or Black ink pens
2 Pocket Folder x2	4 Highlighters of different colors

Classroom Policies:

Student Commitment: Students are to arrive to class on time and prepared (textbook, notebook, writing utensil, and assignments). Students should schedule a meeting with us immediately following an absence of more than one day or if extra help is needed. Do not hesitate to schedule an appointment, we are here to assist! All students should follow school rules and treat others with respect.

Attendance/Tardiness – Please refer to your student handbook!

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Homework Policy – If homework is assessed and students are given feedback on it, it can be part of their formative grade, which will be no more than 10% of their overall average. Homework will be posted each Monday (one week out) and will be updated as necessary.

Late Work / Missing Work - If a formative assignment is late, the student and teacher will need to communicate about why it is late to determine if there is help needed or if it is an issue with work habits and/or study skills. The following practices are based upon this premise:

- When a student is missing a formative assignment, it will show up as a zero, and carry a mathematical weight
- If the student does not complete the formative assignment within three school days, a zero will remain. This policy also applies to Blizzard Bag work.
- Whenever a student is absent excused, he/she has one day per day of excused absence to make up for the missed work. Students will not be academically penalized for late work resulting from an excused absence.
- All missing schoolwork associated with an incomplete grade must be submitted within ten (10) school days of the close of grades during the quarter in which the incomplete status was issued.
- The student has the right to make up any work missed for a grade. The student must have arrangements made with his/her teacher(s) the day he/she returns from his/her absence. This should take place outside of class time.

Reassessment Policy for Summative Assessments – Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to retake summative assignments after one of the following steps takes place:

- The student and teacher develop a plan for reassessment that is mutually agreed upon. This may include additional work sessions, completion of all formative assessments leading to the summative, an alternative version of the assessment, and a determined end date, among other possibilities, as determined by teacher and content area.
 - Students that are unable to show basic proficiency (BP) on their first attempt will be permitted to reassess a summative up to two (2) times.
 - Students that receive a proficient (P) grade on their first attempt may reassess one (1) time
 - Any grade of PD on the first attempt will stand, and no reassessment opportunity will be offered.
- Students wanting to retake only one component of a larger assessment may do so by following the same steps above.
- In any reassessment opportunity, the higher grade will be recorded.
- Teachers may give an alternate version of the assessment should they deem it necessary to assess student learning.

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- Final Exams are not open to reassessment.
- Students will not be allowed to complete reassessments within one week of the end of each grading period. Students still wanting to reassess after this point may do so through time allotted for competency recovery. The grade, again, will be changed to reflect the learning taking place

Extra Help -- Students needing extra help should see the classroom teacher for available times

Food / Drink – Food is prohibited in the classroom. Students may drink water.

Communication – Teachers will respond within 24 hours to parent or student inquiries. Inquiries received during the weekend or over vacation may be responded to within a day of returning to school.

Plagiarism: The Kearsarge Regional School District requires academic integrity of its students. Plagiarism and cheating are serious offenses. Plagiarism is using another's work as your own without giving proper credit. **NOTE:** Any senior who violates the academic honesty procedure will not be exempt from taking final examinations.

1st Offense: The work will receive a zero and not be remediated. There will be a meeting between student, teacher and administration.

2nd Offense: The work will receive a zero and not be remediated. A meeting between parent, teacher and administration and possible loss of leadership position(s). Possible disciplinary consequence as determined at the discretion of administration.

Further Offense(s): Students will lose consideration for school awarded scholarships and scholastic awards. Possible disciplinary consequence as determined at the discretion of administration.

Note: Students will be asked to place their cell phones and/or electronic devices in an assigned location within the classroom before each summative assessment or standardized test/state exams. Students who refuse to place their cell phone and/or electronic device in the identified classroom location will receive a zero on the evaluation and be sent to the main office. Students who are found in possession of, or using cell phones and/or other electronic devices during a summative evaluation will also receive a zero on the assessment. Students who are found in possession of or using a cell phone during a standardized test/state exam will be issued a five-day out-of-school suspension.

Citing Resources: <http://owl.english.purdue.edu/owl/resource/747/01/>

Appropriate Behavior -- Disrespect shown toward staff, students or school property will not be tolerated. Failure to abide by these rules will result in one or more of the following:

- The teacher will move student's seat
- Detention

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- Removal from class; sent to administrator
- Teacher and Administrator will call parent/legal guardian

Mature Content – Teachers are to provide a list of Literary and Multimedia works on their syllabi that are integrated into the curriculum throughout the year that may include profanity, violence, sexual connotations, etc. Literary or Multimedia works may be used as excerpts or in full length and are possible to appear in differing aspects throughout the year as integrated within the curriculum. If the parent or student objects to the mature content shown that is integrated within the curriculum, then the teacher and student will create an equitable alternate assignment. However, throughout the year a teacher may find a Literary or Multimedia work that may include profanity, violence, sexual connotations, etc and will provide written notice to students to bring home to parents.

Listed below are Literary and Multimedia Works that we anticipate using.
Parents will be notified at least one week in advance of upcoming mature content use.
Parents will be notified if any additions are made during the year.

Literature: WWI, WWII, Atomic Bomb Packets; *Dear America*, *Letters from Vietnam*; *Dulce Et Decorum Est*; *Dear America*; *A Helmet for My Pillow*; *Fallen Angel*; *Unbroken*; selected War & Homefront Short Stories

Films: *America at War*, *America Story of US*, *The American Mob*, *American Winter*, *Band of Brothers*, *Assassination of Archduke Franz Ferdinand*, *Battleground Axis Rising*, *The Civil War* by Ken Burns, *Dust Bowl*, *Far and Away*, *Flags of Our Fathers*, *Selma*, *Forrest Gump*, *Glory*, *Hiroshima*, *Hitler in Color*, *It's a Wonderful Life*, *Japan War in Colour*, *Letters from Iwo Jima*, *The Making of the American Mob*, *The Men Who Built America*, *Music of the Vietnam Era*, *The Pacific*, *Pleasantville*, *Prohibition*, *Real Women Have Curves*, *The Right Stuff*, *The '60s*, *Thunderheart*, *True Women*, *The Vietnam War*, *Waging a Living*, *The World Wars*, *WWII in HD*, *Vietnam in HD*, *We Were Soldiers*, *The West by Ken Burns*, *World War II in Color*.

Please Reference one of the following websites for reviews and ratings
<http://www.commonsensemedia.org>, <http://www.imdb.com>, <http://www.amazon.com>,
<http://www.kids-in-mind.com/> and <http://www.mpaa.org/film-ratings/>

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----- **Return This Page to Mr. Roddy** -----

I have read and understand the Syllabus & Course Expectations for U.S. History found at the website: Mr. Roddy - Website: <https://sites.google.com/a/kearsarge.org/roddy/>

Name of Student and Period

Student Signature & Date

Name of Parent / Guardian

Signature of Parent / Guardian

Parent Email Address

Requested Mature Works to Provide alternative assignment for:
