

IGCSE History - American (US) (0409)

Mr. Robertson

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Office Hours: 8am on Monday, Tuesday, & Friday or Make Appointment

Introduction

"The philosophy of the classroom today
will be the philosophy of government tomorrow."

-Abraham Lincoln-

Course Description

Who are you? What is your history? students will learn about historical events that continue to play out in current times in this course. We will look at these histories for the sake of history. To learn and understand how society and cultures have changed going from point A to B. Students will learn how history has come to shape them. We will look closely at this with a focus on time, continuity, and change. These take place within culture, people, places, environments, institutions, power, authority, governance, production, distribution, consumption, technology, and society.

Standards

Cambridge Curriculum: IGCSE: History - American (BES) (0409)

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-american-us-0409/>

Materials Needed

1.5-2" Three Ring Binder

Notebook

Highlighters

Please bring your materials (notebook, writing utensil) to class each day and be in your seat ready to think.

Students will need to have a binder to hold notes. All other materials will be specified closer to the time it will be needed. (ex. Crayons, construction paper, etc)

Cell phones will not be needed in this class. Please turn cell phones on silent and stored in a concealed location.

If they are seen they will be taken away. No Excuses. *Emergency phone calls should be handled through the front office.*

Classroom Policy

Students are asked to treat teachers, guests, and their fellow students with courtesy and mutual respect. In our classroom, this is my only real policy - **one of courtesy and mutual respect.** This is a two way street. I will treat each of you with the respect and courtesy as a young adult with the understanding that you in return will behave as a young adult and assume age appropriate responsibilities.

Class Procedures

Be on time.

Silently start task that is specified on board or projector. (First 5)

Review previous day's information.

Lecture/Group Activity/Project Time.

Final thoughts and discussion.

Make sure all assignments are written in your planner!!!!

Homework/ Projects/ Readings

Because of the nature of social studies some homework, projects, and readings will need to be done out of class. It is your responsibility to complete assigned work. I will do my part in not assigning frivolous worksheets; you will need to do your part in making proper arrangements to successfully finish tasks. Not all assignments will be directly discussed in class, making it all the more important that you take steps to fully comprehend assignments (ex. reading an article to help with a class project). **“Nothing worth having is done without HARDWORK”**

Extra credit

A major part of Social Studies is to apply our knowledge and skills to "promote the general Welfare." This is a main reason that we have certain values that we believe will promote the common good. These include such fundamental rights as the right to life, liberty, individual dignity, equity of opportunity, justice, privacy, security, and ownership of private property.(NCSS, pg8). These also include basic rights that are stated in the Bill of Rights.

Extra credit will be given in two different forms. The first will be extra assignments given sporadically throughout the year. One major example of this will be articles given throughout the year in which students can write a one page response.

The second will be through community service. This extra credit will be worth 3% of all required work. For example if you end the year earning 87% and did extra credit you will receive 90% in the class. Extra credit can be earned by doing 20 hours of volunteering with a Non-Profit Organization between the first day of school and finished and verified by me by/on May 1, 2018. Verification of volunteering must be confirmed with the number of hours volunteered, a signature by an official/manager, and contact information of the official/manager. After reaching 20 hours each 5 hours will be 1% of grade. No more than 5% will be given.

Honors

Honors Distinction may be earned by completing one of two routes.

1. Meet college-ready Cambridge qualification score within the enrolled course.
2. Complete year-long enrichment project.

Late policy/Leaving Class Early/Absences

If you are late to class and have no written excused absence you will be marked as tardy. Tardy Policy follows what is stated in the ASU Preparatory Academy. If you are leaving class early it is your responsibility to tell me (or teacher in charge) at the beginning of class so that proper work materials and announcements can be given to you before you must leave. If you are in class you will be expected to take responsibility and have homework/project due on the specified date. Arriving late and leaving early will not be treated like an absence from class. *When any class time is missed, it is the responsibility of the student to recover the time or materials missed.*

Attendance & Dress Code

Please refer to the ASU Preparatory Academy Student Handbook. The school-wide policy will be strictly enforced and followed in this classroom.

Plagiarism and other cheating

Plagiarism is taken seriously in all assignments. You should know what it is and that it is grounds for a zero on work. Plagiarism is to steal and pass off (the ideas or words of another) as one's own, to use (another's production) without crediting the source, to commit literary theft, to present as new and original idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. If you feel there might be a chance that you are plagiarizing, ask me *before* you hand in your work so it can be taken care of.

Students with Disabilities

If you have a disability requiring accommodations, please see me!

how to take this course	wading	snorkeling	scuba diving
<p>It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally. It is entirely possible to do well in the class without being transformed by your newfound historical knowledge, but it would be a darn shame. I like to think that this (and indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. The deeper you dive, the more you gain.</p>	<p>"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.</p> <p>There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new</p> <p>"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with WHAT happened in the past.</p>	<p>you have a grasp of the basics and are ready to think historically and explore what's below the surface</p> <p>Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.</p> <p>"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in HOW & WHY things happened as they did.</p>	<p>you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker</p> <p>Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.</p> <p>"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with WHY HISTORY MATTERS.</p>

Source: Dr. Tona Hangen Syllabus

Last, you are only in high school once, have fun, be successful and make your time in this class as well as ASU Preparatory enjoyable.

American History Tentative Course Schedule:

Q1	Introduction (July 30-Aug.3) Manifest Destiny and Early Expansion 1830-1880 (Aug. 8-Sept. 28)	Q3	Cold War: The World After 1945 (Jan.10 – Feb. 22) Civil Rights: Fighting for Justice 1890-1970 (Feb. 25 – Apr. 19)
Q2	Coursework: Phoenix Indian School (Oct. 11- Nov. 9) Wall Street and the Great Depression 1929-1939 (Nov. 13- Dec. 21)	Q4	Review (Apr. 22 - May 7) Cambridge Test (≈May 8 & 9) Teenage Rebellion (May 13-22)

Major Assignments in American History - Tentative Due Dates and Times:

Due	Topic	Readings and Learning Materials	Assignments	Format
August 3 (Start of Class)	Family History	NA	Elder Interview	Paper
August 6 (Start of Class)	How We View the West	Patricia Limericks 4Cs from <i>Something in the Soil: Legacies and Reckonings in the New West.</i>	Annotations	Paper
August 6 (In Class)	How We View the West	Patricia Limericks 4Cs from <i>Something in the Soil: Legacies and Reckonings in the New West.</i>	Quiz	EDAMS
September 7 (4:00 pm)	American West	Classroom Resources and Outside Research	Outline and Thesis	Google Doc (Google Folder)
September 14 (4:00 pm)	Story of Success?	Classroom Resources and Outside Research	American West Essay Works Cited Guardian Signature	Google Doc (Google Folder)
September 24 (In Class)	American West	NA	Vocabulary List Assessment	Paper EDAMS
September 24 (In Class)	American West	NA	Binder Check	Binder
September 26 (4:00 pm)	Story of Success	Classroom Resources and Outside Research	American West Poster Board Exhibit (Group)	Google Doc (Google Folder)
November 9 (4:00 pm)	Phoenix Indian School	Classroom Resources and Outside Research	Coursework Works Cited	Google Doc (Google Folder)
December 3 (Start of Class)	W.E.B. Du Bois	W.E.B. Du Bois, “A Negro Nation within a Nation” (1935)	Annotations	Paper
December 3 (In Class)	W.E.B. Du Bois	W.E.B. Du Bois, “A Negro Nation within a Nation” (1935)	Annotations	Paper
December 17 (In Class)	Great Depression/ New Deal	NA	Vocabulary List Assessment	Paper EDAMS

December 17 (In Class)	Great Depression/ New Deal	NA	Binder Check	Binder
December 21 (4:00 pm)	Great Depression/ New Deal	Classroom Resources and Outside Research	Causes, Effects, and Response Primary Source Analysis Guardian Signature	Google Slides (Google Folder)
January 22 (Start of Class)	Containment	Walter Lippmann, a Critique of Containment (1947)	Annotations	Paper
January 22 (In Class)	Containment	Walter Lippmann, a Critique of Containment (1947)	Quiz	EDAMS
February 19-20 (In Class)	Cold War	NA	Vocabulary List Assessment	Paper EDAMS
February 19-20 (In Class)	Cold War	NA	Binder Check	Binder
February 22 (4:00 pm)	Cold War	Classroom Resources and Outside Research	Cold War Project Works Cited Guardian Signature	Student Choice
March 20 (Start of Class)	Education	Brown v. Board of Education	Annotations	Paper
March 20 (In Class)	Education	Brown v. Board of Education	Quiz	EDAMS
March 29 (4:00 pm)	Civil Rights	OpEd Examples and Outside Research	Abstract	Google Doc (Google Folder)
April 15 (In Class)	Civil Rights	NA	Vocabulary List Assessment	Paper EDAMS
April 15 (In Class)	Civil Rights	NA	Binder Check	Binder
April 15 (In Class)	Personal Thoughts	NA	Journal Check	Journal
April 19 (4:00 pm)	Civil Rights	Classroom Resources and Outside Research	Civil Rights OpEd Works Cited Guardian Signature	Google Doc (Google Folder)
Friday Before Exam (May 3?) (4:00 pm)	Review	Chapter Review	Review Forms	Google Forms
Day of Cambridge Exam (8:00 am)	Review	Review Activity	Module (Extra Credit will be due the Friday before exam)	Canvas
May 22 (4:00 pm)	Teenage Rebellion	Classroom Resources and Outside Research	Expression Essay Generation Study	Google Doc Google Slides (Google Folder)

**Changes are likely due to events within and outside of the classroom.

Name:

First 5

8/___/18

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