

Humanities / U.S. History (1800s – Present)
MYP Level 2-3 / Grade 7

Teacher: Mr. Migely

Contact: james.migely@spps.org or (651)228-3698 – Voice mailbox #1389

Course Length: 3 trimesters

School Year: 2009 - 2010

I. Course Summary

This course weaves together both skills and content knowledge so that students understand how U.S. History affects and shapes the world around them. The study of U.S. History helps students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals. The students will use the processes of conceptual and critical thinking to analyze historical and contemporary issues. Students are encouraged to think independently while developing group process skills.

Our study of U.S. History will be:

- **Holistic:** We will use other disciplines to help us understand the human story, and we will always be looking for connections between “then and now,” and between “us and them.”
- **Intercultural Awareness:** We will examine a variety of viewpoints and consider alternative perspectives that frame issues from an international perspective.
- **Communication:** We will examine communication modes, technologies and systems; we will expand our competencies in critical reading, speaking, and writing.

This course helps students prepare for success in the IB Middle Years Program by developing critical thinking skills and examining local and global points of view on U.S. History by building systems that observe, classify, explain, and relate information from a variety of sources.

The study of U.S. History is a place for developing students’ identity and habits of mind that support the IB learner profile. Throughout the year, the students will learn using real world problems, simulations, document analysis, debates, and journals to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

II. Units of Study

Growth and Westward Expansion, 1801 – 1850s

- The student will demonstrate knowledge of western expansion, conflict, and reform in America.

Civil War and Reconstruction, 1850's – 1870's

- The student will demonstrate knowledge of the causes of the Civil War.
- The student will demonstrate knowledge of major events and people of the Civil War.

Minnesota History, Civil War and the Dakota War, 1860 – 1864

- The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.

Reshaping the Nation and the Emergence of Modern America, 1877 – 1916

- The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

World Wars and the Emergence of Modern America, 1900 – 1930's

- The student will demonstrate knowledge of the political, geographical, cultural, social and economic forces shaping the modern United States.
- The student will understand World War I, its causes and effects.

A World at War, 1930's – 1945

- The student will understand and analyze the economic, social and political transition of the United States before, during and after World War II.

Post WWII Era, 1945 – 1980

- The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.

Contemporary America, 1980 – Present

- The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1979.

History Day Project

- Students will define a research topic that can be studied using a variety of historical sources.
- Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.
- Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.
- Students will articulate a clear thesis statement that explains the historical relevance of their research topic.
- Students will learn how to cite sources and to document their research in the form of a bibliography.
- Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.

III. Areas of Interaction

Throughout our study we will use the areas of interaction to build connections between students' knowledge and experience, and to place the curriculum in the context of the real world. While work on History Day students will develop approaches to learning that help them undertake research and demonstrate their understanding of knowledge and concepts. We will consider the connections between environments and culture in the 1960's and 1970's environmental movements; explore health and social education in relation to immigration and the industrial revolution; discuss the consequences of human ingenuity that fueled the post World War Two era; investigate the role of community and service in during the Civil Rights unit. We will develop a class service-learning project that addresses a current global conflict linked to the one of our units study.

IV. Texts & Materials:

- McDougal Littell, Creating America: A History of the United States; a variety of electronic resources will bring primary documents into the classroom.
- Minnesota Historical Society Press, Northern Lights: The Stories of Minnesota's Past.
- The Nystrom Atlas of United States History.
- Students will be expected to come bring their planners, a notebook and folder specific to the class, writing utensils (pencils, blue/black pens) to class daily. They'll also need markers, colored pencils, glue, scissors, etc. for work on assignments and projects at home.

V. Methodology

In the MYP, teachers work together to develop a variety of methodologies, focusing on approaches to learning, especially critical thinking and reflection. Individual and collaborative active learning strategies are at the heart of classroom instruction. Real world connections and opportunities to investigate and solve problems will help students become world citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past.

VI. Methods of assessment

Students are encouraged to learn without penalty. All homework and many classroom tasks will constitute formative assessments for learning. Students receive credit for attempting and completing these assignments. Collectively, formative assessments accounts for 40% off a student's quarterly grade.

Summative assessment of learning helps students judge their academic progress toward state standards and MYP aims and objectives. Collectively, these assignments account for 60% of a student's quarterly grade.

We will use a variety of assessment types and styles, including quizzes, examinations, written assignments, interviews presentations, extended writing (essays and a research paper), projects, exhibits, case studies, data analysis, map analysis, oral presentation, primary source and visual image analysis and more.

VII. Grading and Reporting

Students receive mid-trimester reports that assess their achievement toward learning objectives in four criteria:

- A. Knowledge- terms/ facts/ examples/ descriptions
- B. Concepts- explanations/ applications of powerful ideas (time, place and space, change, systems, global awareness)
- C. Skills- technical/ analytical/ decision-making/ investigative
- D. Organizations and presentations- logic/ clarity/ style/ referencing

I will use a percentage grading system. All tests and quizzes, homework, appropriate participation in classroom activities, projects and presentations are worth points. Regular progress reports will be given, but students and parents should check Campus on a weekly basis.

Classroom behavior should follow the Learner Profile, including safe behavior always, respectful language and actions, and being on time and prepared for class.

COMPLETING AND TURNING IN EVERY ASSIGNMENT IS VERY IMPORTANT. MISSING ASSIGNMENTS ARE THE MAJOR CAUSE FOR NOT PASSING CLASSES IN JUNIOR HIGH. Students are able and expected to make up any work missed during absences and to get class notes from classmates. They are welcome to stay after school to make up missing work or discuss assignments.

We have read and understand the course outline for the U.S. History – Middle Years Programme and will send our child ready to learn every day!

Student: _____ Period: _____

Parent/Guardian Name(s): _____

Parent/Guardian e-mail: _____

Parent/Guardian phone/cell #: _____

