

Dear Student and Parents/Guardians,

I look forward to having your son or daughter in their history course this year. In an effort to make the course more accessible I am attempting to have most of the schoolwork and assignments on my web site. I will often refer students to the web site in order to complete nightly assignments. Furthermore, much of the reading will be found through the web site. For those with limited computer access I will be happy to provide hard copies whenever needed. However, it is the responsibility of the student to notify me prior to the assignment if they would like a hard copy. It is paramount that students attend class. Being absent will make it difficult to reach the course goals.

At some point in the last 6 weeks of the semester we will be developing a research paper. **FOR A STUDENT TO PASS THE CLASS THEY MUST PROFICIENTLY COMPLETE THIS PAPER.** Furthermore, students will always be able to revise or improve upon any assignment if they are not satisfied with their work.

You will find my contact information below and on the web site. I have found that close communication between parents, students and me can only improve the experience for everyone involved. Your signature below means that you have read over and accept the course expectations.

Although various problems can arise using the web site, I believe this can be an essential resource for everyone and will help ensure that everyone is aware of the assignments. Thank you so much and please do not hesitate to contact me.

Michael S. Stuart
History Teacher
www.mrmichaelstuart.com
mstuashs@u61.net
802-476-4811

Student: _____ (Print)

Parent/Guardian: _____ (Print)

Email: _____ (PLEASE WRITE
NEATLY)

Course: U.S. History

Credits: 1

Instructor: Michael Stuart

Department: Social Studies

Contact Info: 802-476-4811 ext. 5213 or mstuashs@u61.net

Web Site: www.mrmichaelstuart.com

Course Description:

This course examines the history of the United States from roughly 1850 and the start of the U.S. Civil War through contemporary events in the last decade. I hope we will discuss, debate, read, write, create, listen, compete, help, and enjoy the questioning of significant moral issues of our day through historical analysis. Through the investigation of historical issues we will contemplate matters of responsibility, equality, ethics, morality, individual rights, judgment, and justice. The course espouses to develop thinkers and creators, as each student grows into an individual with their own ideas and thoughts. Most course material will be available online and any students without reliable internet access should speak with me, Michael Stuart, in order to devise a plan for accessing course material.

For each unit we will spend one to two weeks becoming familiar with related ideas, people and events. During this time we will partake in discussions, understand the chronological events, take quizzes, examine primary sources, and understand those people involved. Each unit of study will culminate in a project. Some units will entail multiple projects. Projects will often include writing, constructing, debating, and creating through art and presentation. For most projects students will have a week to complete it. During the time that we work on projects it will be our sole focus. All class time and all out of class time will be devoted only to the project. Because we spend such a significant amount of time on the projects the expectations are extremely high. I encourage you to ask if you ever have any questions. I am always willing to revise, help research, and assist you in your project. Please ask.

Topics and Essential Questions:

The Road to the Civil War through Reconstruction: What rights should a citizen or a non-citizen be entitled to? What forces united and divided the United States at this time? To what extent was Reconstruction a success? How is the legacy of slavery evident today?

America: 1877 through 1919: How did the growth of industry and government affect the quality of life in the United States? What forces contributed to the economic, social, and cultural changes of this era?

America in Crisis: 1920-1945: To what extent was the United States isolationist or interventionist in its foreign policy at this time? What factors led to economic depression and recovery? What were the consequences? Do American actions in WWII comply with the criteria of "just war"? How does war affect non-combatants?

Modern America: 1945-Present: To what extent do the 1950s deserve their reputation as a decade of conformity? What is the most effective means of reforming a society? To what extent was the U.S. unilateral/multilateral in its foreign policy at this time? Has a broader application of the right to vote led to a more representative democracy? In what ways was the U.S. proactive and reactive in its pursuit of security in the post World War II world? How did the successes and/or failures of the Cold War effect the United States? How has globalization affected America? Does the Constitution fulfill its preamble?

Materials: Students use a wide variety of resources and be prepared to keep these organized.

Class Expectations: BE ON TIME, BE RESPECTFUL, BE TRUTHFUL, BE RESPONSIBLE, WORK FOR THE DURATION OF THE CLASS, **ONCE WE HAVE ADDRESSED THE HOMEWORK IN CLASS, IT WILL NO LONGER BE ACCEPTED.**

At some point in the last 6 weeks of the semester we will be developing a research paper. FOR A STUDENT TO PASS THE CLASS THEY MUST **PROFICIENTLY COMPLETE** THIS PAPER. Furthermore, students will always be able to revise or improve upon any assignment if they are not satisfied with their work.

Assessment:

You will receive TWO distinct grades in this course;

1. Transferable Skills and 2. Academic Skills

Transferable Skills: Nearly every week you will receive a grade based on the following: Respect, Perseverance, Responsibility and Accountability, Attendance, and Effort. You will regularly have the opportunity to assess yourself and review the evaluation form. Attached you will see rubric.

ACADEMIC SKILLS: Multiple times a week you will be expected to practice, demonstrate, and produce work that reflects your academic abilities. Academic abilities include your oral participation in discussions.

1. Vocal Participation: 20% - We need significant participation. We will often discuss and debate issues and you are expected to voluntarily engage in the conversation. Attached is the rubric that we will use.

2. Writing - Homework and Assignments: 35% - There will be regular homework and assignments worked on during class. The work will consist of reading, questioning, replying, writing, revising, research, and developing. It is paramount that you thoroughly complete the daily/nightly work.

Exemplary (9-10)– Demonstrates thoughtful and thorough examination of the questions or issues posed by the assignments

Proficient (7.5-8.5)– completes assignments in a thoughtful manner and clearly addresses the questions or issues posed by the assignments.

Developing (6-7) – completes assignments accurately

Beginning (5-.5.5) – completes assignments in rushed and/or thoughtless manner

Unacceptable (0-4.5)– assignments are incomplete and/or thoughtless

3. Projects: 45% - For our projects we will discuss the grading for each as presented. Each project will vary in terms of the skills and knowledge that will be demonstrated.