



11th Grade US History

Teacher: Eric & Alexa - Periods 1, 2, 5, and 8

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Tutoring: Lunch, Thursdays after school, or by appointment -
Rm 231

Course Overview

In our class, we will plot the course of American history from its founding to the Civil Rights movement of the 1950s, 60s, and 70s. We will focus our learning around **identity**. More specifically, we will learn about the identity of the people who founded this nation and how their identities influenced the choices they made, and how those choices have influenced the world we live in today.

In our second semester, we will write our **PBATs**, which we will build up to over the course of the year so we are well prepared when that time comes.

Essential Questions: How does identity affect power? Who is an American, and who defines it?

Using these questions, we will explore our history through **six units**:

1. My Part of the Story
2. Roots
3. Reconstruction
4. Immigration
5. Civil Rights
6. The Modern World

Grading Policy

There are 3 types of grades for this class, the same as every class at FHS:

1. Layer C / Learning Activities (**40%**) - Class work, homework, participation grades
 - a. 3-5 per week // 60-80 per semester
2. Layer B / Formative Assessments (**30%**) - Short writing assignments, mini-projects, discussions
 - a. 2-4 per unit // 10 per semester
3. Layer A / Summative Assessments (**30%**) - Long writing assignments, projects, presentations
 - a. 1-2 per unit // 6 per semester

This class is designed so that if you show up every day, do the work assigned to you, and participate, **you will pass**. There will not be excessive homework and I will **never surprise you with a major assessment**. I am here to help - *never be afraid to ask a question!*

Class Expectations

We will choose our classroom expectations together, but there are some policies we must follow:

1. Come prepared with something to write with and a notebook every day.
2. Arrive early or on time - lateness will be marked every time.
3. **Respect** yourself, your classmates, and your teacher. This includes:
 - a. Food & Drink
 - b. Talking in class
 - c. Bathroom passes
 - d. Cheating
 - e. Cell phone use

School-wide Policies

You are all juniors now, so the school policies aren't new. They include:

- **Uniforms** are to be followed every day, just as they are in all your other classes.
- **Plagiarism**, or copying another person's work, is not only a school offense but sometimes a criminal offense and will not be tolerated.

Google Classroom

We will be using Google Classroom for most of our work, so **if you miss class**, all materials will be posted on there. It is **your responsibility** to check the stream and make sure you are caught up.

Performance Based Assessment Task (PBAT)

In Global, you were assigned the **Panel**, a project you had to research, write, and present with a partner. This year, you will be completing the **PBAT**, which is identical except in **length**. PBATs are generally **6-10 pages** in length and will take more time and effort than a Panel did. You will also be presenting the PBAT **alone**.

However, the process is mostly the same and you will be plenty prepared for it when the time comes in the spring. Until then, we will be practicing the skills needed to craft a thoughtful, scholarly essay on a topic of your choosing.

Requirements	Panel	PBAT
Typed Length	<i>4-6 pgs</i>	<i>6-10 pgs</i>
Research & Citations	<i>Yes</i>	<i>Yes</i>
Presentation	<i>With a partner</i>	<i>Alone</i>
Counterclaim	<i>No</i>	<i>Yes</i>

11th grade US History Pacing Calendar (Fall 2018)

Course Framing Questions: How does identity affect power? Who is an American?

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Semester Essential Question: <i>Who is an American?</i>	Unit 1 - My Part of the Story	Unit 2 - Roots	Unit 3 - Reconstruction
	<i>EQ: What is the identity of the United States, and how do I fit into it?</i>	<i>EQ: How does identity affect power?</i>	<i>EQ: Can laws overcome discrimination?</i>
Next Generation Learning Standards	<i>RH 1 RH 2 RH 6 WHST 2 WHST 4</i>	<i>RH 3 RH 4 RH 5 RH 9 SL 1 SL 3</i>	<i>RH 1 RH 6 RH 7 RH 8 WHST 1 WHST 4 WHST 7 SL 1 SL 4</i>
Major Assessments	<i>Reflection on Personal Identity in America</i>	<i>Creative Presentation on the Founders' Identities</i>	<i>Fishbowl Discussion Argumentative Essay</i>