



# 11th Grade US History

**Teacher:** Eric - Periods 1, 5, and 7

**Contact:** [eric@facinghistoryschools.org](mailto:eric@facinghistoryschools.org)

**Tutoring:** Lunch, Thursdays after school, or by appointment -  
Rm 223

## 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 **resistance**. More specifically, our course will have us question why we felt the need to fight against the British to found a new nation, and how **the way that story was written, and who wrote it**, gave us a very specific lens for viewing our own history. We will question that lens while we focus on how people have promoted change in our country. History is, above all else, a way for us to understand the world we live in today, and hopefully, a tool to make the world a better place for everyone.

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 change happen? Who is an American, and who defines it?

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

1. The Founding
2. Reconstruction to Empire
3. The World Wars
4. The Cold War and the Culture War

## 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%**) - Quizzes, short writing assignments, mini-projects
  - a. 2-4 per unit // 10 per semester
3. Layer A / Summative Assessments (**30%**) - Tests, long writing assignments, projects
  - 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.

\*\*\*\*\*

## **Unit 1 Preview**

### **Learning Goals:**

1. I can define citizenship.
2. I can explain how violence and nonviolence promote change differently.
3. I can evaluate the legitimacy of oppressed people's reaction to oppression.
4. I can define intersectionality.
5. I can demonstrate the connection between economic pressures and the need for change.
6. I can demonstrate the role of (social) media in promoting unity and/or change.
7. I can identify the arbiters of truth and the writers of history in a society.
8. I can identify human rights and how they can be defined and abused.
9. I can write an essay using HITT/TIED/TRUE arguing whether a violent revolution was necessary.
10. Through the discussion, I can discuss the necessity of violence and who should be included in this discussion of rights and equality.

**Major Assignments:** HITT TIED TRUE Essay - Did the colonists have to revolt/use violence?  
Dialogue/Q&A - Loyalists v. Patriots

# 11th grade US History Pacing Calendar (Fall 2017)

*Course Framing Questions: How does change happen? Who is an American?*

Teacher: Eric

<b>Semester Essential Question:</b> <i>How does change happen?          Who is an American?</i>	<b>Unit 1 - The Founding</b>	<b>Unit 2 - Reconstruction to Empire</b>	<b>Unit 3 - The World Wars</b>
	<i><b>EQ: Who writes a nation's mythology? // How do you unite a diverse group of people?</b></i>	<i><b>EQ: How can a broken nation be reunited?</b></i>	<i><b>EQ: When does violence need to be used to stop violence, and who should make that call?</b></i>
<b>Common Core &amp; FHS Skills</b>	<i>RH 1 WH 1            RH 3 WH 4            RH 4 WH 5            RH 6 WH 9            RH 7 WH 10            RH 8            RH 9</i>	<i>RH 1 WH 1            RH 3 WH 4            RH 4 WH 5            RH 6 WH 7            RH 7 WH 9            RH 8 WH 10            RH 9</i>	<i>RH 1 WH 1            RH 3 WH 4            RH 4 WH 5            RH 6 WH 7            RH 7 WH 8            RH 8 WH 9            RH 9 WH 10</i>