**BCAM Course Overview: 2020-2021**

## Course Title: U.S. History Grade:\_11\_\_\_

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| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*  *-has students learn valuable and engaging ideas about themselves and about others. (Identity)*  *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)*  *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)*  *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)*  *-allows for access, success and support both in-school and remotely (Coherent Methodology)*  *-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| The United States History course begins with an introductory unit that re-engages students with key social studies skills that will be developed throughout the course. The course then follows a historical timeline of the United States, starting with the colonial and constitutional foundations of the United States. The course explores the government structure and functions written in the Constitution including which groups were considered and which were excluded. The course also examines the Constitution as a living document, and its use as a means of inclusion throughout time. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.    Throughout the course, students will engage in learning and discourse centered around their rich and diverse cultures, languages, and life experiences to foster their understanding of how social, political, economic and geographic factors have shaped society, specifically the communities they belong to. This unit will take an in-depth look at the history of marginalized groups in the United States, how these groups have overcome obstacles and what challenges they continue to face today.  Developing and strengthening literacy skills in vocabulary, reading and writing is a key component of this course. Students will have multiple exposures to plan, write, and revise writing assignments based on historical texts, events, and people. A key focus will be placed on thesis development, argumentative writing and free response/DBQ essays |
| **ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)* |
| |  | | --- | | * Democracies build upon the ideas of individualism and reform. | | * Various groups have fought and protested, violently and peacefully over time, to gain greater power or equality in the United States. Some have been successful and some have failed. | | * The movement of people, ideas, and goods has a profound influence on a society. | | * Ideas and interests that are in direct conflict with existing governments may cause revolutions. | | * The philosophical principles of American democracy were laid with the Declaration of Independence, the United States Constitution, and the Bill of Rights. | | * Fighting a war comes at a great cost but can lead to economic benefit for a country * Territorial and economic growth cause change in politics and society. * Changes in the economy often bring about social and political changes. * A nation’s foreign policy changes to ensure that the nation’s interests are protected and advanced * Foreign and domestic revolutions have wide-ranging and long-term effects. * Economic depressions have many causes and multiple effects. * Government plays a role in mandating political and social change. * National politics is often defined in terms of ideology. | |

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| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| Gathering, Interpreting, and Using EvidenceChronological Reasoning and Causation  * Comparison and Contextualization * Applying Geographic Reasoning * Understanding Economics and Economic systems * Engaging in Civic Participation * Writing Argumentative, Informative/Explanatory Texts |

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| **CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!* |
| * [CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) * Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| * [CCSS.ELA-LITERACY.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) * Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| * [CCSS.ELA-LITERACY.WHST.11-12.1.A](http://www.corestandards.org/ELA-Literacy/WHST/11-12/1/a/) * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| * [CCSS.ELA-LITERACY.WHST.11-12.5](http://www.corestandards.org/ELA-Literacy/WHST/11-12/5/) * Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

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| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!* |
| * Bitmoji Locker (Personal Identity Project). Using CCSS.RH11-12.9 to support factors of identity |
| * Google Earth Virtual Tours. Using CCSS.RH11-12.1 to explain the social, political, and economic impacts of geography |
| * Citizen Action Project. Using CCSS. WHST 11-12.1.A to support methods of focusing on current issues in the US/World. Using WHST.11-12.5 to present plans of civic action to current events based on historical and contemporary models. |
| * Daily Entrance and Exit Tickets. Using a variety of formats to check for understanding: free response, polls, PadLet, temperature checks, multiple choice, etc. |

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

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| ***1. Colonial Foundations (1607– 1763):*** |  | ***6. The Rise Of American Power (1890 – 1920):*** |
| ***2. Constitutional Foundations (1763 – 1824)*** |  | ***7. Prosperity And Depression (1920 – 1939)*** |
| ***3. Expansion, Nationalism, And Sectionalism (1800 – 1865)*** |  | ***8. World War Ii (1935 – 1945)*** |
| ***4. Post-civil War Era (1865 – 1900)*** |  | ***9. Cold War (1945 – 1990*** |
| ***5. Industrialization And Urbanization***  ***(1870 – 1920)*** |  | ***10. Social And Economic Change/Domestic Issues (1945 – Present)*** |

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| **TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.* |
| <https://www.facinghistory.org/>  <https://www.zinnedproject.org/>  [www.Flocabulary.com](http://www.flocabulary.com)  <https://www.nytimes.com/spotlight/learning-social-studies>  <https://www.tolerance.org/classroom-resources/tolerance-lessons/evaluating-online-sources>  PDF excerpts :  -Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Seven Stories Press  -Aydin, A., Lewis. J., Powell, N. (2013). *March.* Top Shelf Publications  -Reynolds, Jason, and Ibram X. Kendi. *Stamped: Racism, Antiracism, and You*. Little, Brown and Company, 2020.  -Rothstein, Richard. *The Color of Law: a Forgotten History of How Our Government Segregated America*. Liveright Publishing Corporation, a Division of W.W. Norton & Company, 2018. |

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| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to be implemented both in-school and remotely, collaboratively and independently.* |
| * Be on time and prepared for class both in-person and remotely. |
| * Email teacher if you are going to be late or absent for class. |
| * Be respectful of your peers, teacher and yourself. Understand that not everyone will share the same opinions as you and that’s ok. |
| * Actively listen to others and participate in class discussions; use academically appropriate language during class. |
| * It is your responsibility to ensure that you are completing and turning in assignments on time. |
| * If you need additional support or have questions, email the teacher or seek guidance from a classmate. |

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| **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.* |
| * There will be a minimum of three (3) homework assignments per week. All homework assignments will be posted on Google Classroom. Printed copies may be requested on an as needed basis. * BCAM STANDARD GRADING TEMPLATE: **90-100 (A), 80-89 (B), 70-79 (C), 65-69 (D), 55-64 (F – below standards or incomplete work), 45 (F missing/long-term absence).** * Assignment submittal. Late work will be accepted but under the following guidelines: 1 day late = automatic -10, 2 days late = automatic -20, 3 days late = automatic -30. More than 3 days late = 55 * Homework assignments will be due by 11:59PM the following day unless stated otherwise. * Any homework turned in after the late period has expired will not be accepted unless the teacher receives prior notice from the parent/guardian. * Homework is worth 15% of a student’s final grade. |