



Jamestown, VA settlement, circa 1620

Course Description (North Carolina State Board of Education)

American History I is currently one of two required U.S. history courses for North Carolina high school students. The other is American History II. Students not enrolled in AP U.S. History (which serves as an equivalent) must pass American History I and American History II to graduate from high school.

“American History I will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

The essential standards of American History I have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time....This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.”

(Source: <http://www.ncpublicschools.org/docs/curriculum/socialstudies/scos/american-history-1.pdf>)

Course Organization by Unit

Unit 1: Exploration and Settlement of the Thirteen Colonies (1585-1754)

Were Europeans an “invasive species”? What factors account for our unique American, or regional, identity?

Unit 2: American Revolution/Independence (1754-1783)

What is the ideal country and government? Were Americans justified in fighting the revolutionary war?

Unit 3: Early Republic (1783-1824)

How do different groups view democracy? What is the standard for a true democracy?

Unit 4: Expansion and Reform (1824-1848)

Are we one country or 50 states? How can and should citizens influence the government?

Unit 5: Crisis of the Union (1848-1865)

Was the Civil War inevitable? How are civil liberties challenged during times of war?

Learning Objectives

These learning objectives will serve as the primary foundation for course material and the state-made NC Exam questions. Objectives H.1 and H.2 will be key foci in each unit. See Course Description tab on hawkinsnest2@weebly.com for more details.

AH1.H.1: Apply the four interconnected dimensions of historical thinking (chronological thinking, historical comprehension, historical analysis and interpretation, and historical research) to the American History Essential Standards in order to understand the creation and development of the United States over time.

AH1.H.2: Analyze key political, economic and social turning points in American History using historical thinking.

AH1.H.3: Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time

AH1.H.4: Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

AH1.H.5: Understand how tensions between freedom, equality and power have shaped the political, economic, and social development of the United States.

AH1.H.6: Understand how and why the role of the United States in the world has changed over time.

AH1.H.7: Understand the impact of war on American politics, economics, society and culture.

AH1.H.8: Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Required Resources (Daily)

- Textbook: Eric Foner, *Give Me Liberty: An American History, Volume 1*
- Pens/Pencils
- Notebook paper or spiral notebook for taking notes
- Computer with internet access
- Access to American History I Google Classroom page (code: w26n2gr)

Expectations/Tips for Success

- Remain open-minded and willing to learn and master the material. Give your best effort each day and embrace challenges as new opportunities to learn. Those with this type of “growth mindset,” understand that a person’s ability and potential is not fixed or static but can grow over time. Challenges (and even “failure”) can be stepping stones rather than stumbling blocks to success if you maintain this understanding and don’t give up. That means effort and perseverance (over innate ability) are the real keys to success. The more you put into this class, the more you will get out of it (and vice versa).
- Ask for assistance early when needed. Schedule a meeting when you have questions, need clarification, or when tests/quizzes/assignments are below 70 or not satisfactory in your view/standards for yourself. You are the number one advocate for you!
- Complete your homework and other independent work (test, quizzes, etc) on your own. You are not only cheating yourself and your own learning, but also your classmates when you receive work or share work (See honor code).
- Complete work on time, which requires you to plan ahead/schedule your time wisely in order to stay on pace (it is up to you to know when assignments are due). If you simply do what you are supposed to do, to the best of your ability, your grade will take care of itself.
- Respect myself and your classmates by keeping cell phones silent and in your bags (or in the classroom phone pockets) during class time.
- Manage your time wisely so to be able to prioritize optimal sleep (7-9 hours/ night) and a nourishing breakfast each morning. A tired, hungry brain cannot fully function and learn. *Extra tip*—light to moderate exercise for 20-30 min. has also been shown to stave-off stress and improve mood, memory, and academic performance. ☺

Grading/Assignments

Trimester grades:

Formative assessments (classwork, quizzes)—30%

Summative assessments (projects, tests, essays)—60%

Participation (class discussion/contributions, etc.)—10%

Year-end grades

T1—25%

Midterm—10%

T2—25%

T3—25%

Final Exam—15%

Make-up Work

When students are absent they are expected to email or meet with the teacher before or after class to find out what material/assignments they missed. All missing or make-up work will be due in-class without penalty upon the student's return within the number of days the student was absent (barring extreme circumstances).

For example, if a student was absent one day (Monday) their assignment(s) would be due one day after the day they return (Wednesday). If a student was absent for two days (Monday and Tuesday), their assignment(s) would be due two days after the day they return (Friday) and so on. If a student misses class on a Friday, their assignment would be due the following Monday.

Late Work

To help encourage students to stay on pace (but to also turn in all assignments even when late), the following late work policy is in place:

Turned-in on time	Up to a 100
1 day late	Up to a 90
2 days late	Up to an 80
3 days late	Up to a 70
4 days late (or more)	Up to a 60

Students may turn-in late work through the last day of the trimester and gain partial credit (up to a 60).

Test Corrections

If a student's test grade is less than a 90, he or she will be allowed to re-write portions from his/her tests and turn these in within *one week* of receiving the test back in class. The teacher will share specific requirements after returning graded tests to students.

Based on quality/completion/accuracy, students can earn up to 15 points that will be added to the original test grade. This policy only applies to tests (and not to quizzes).

Honor Code

Students will abide by the honor code statement “I have neither given nor received help on this assignment” for all assignments unless specifically exempted. Students are also expected to give proper credit to all outside sources used when writing essays, but to only use outside resources when given permission to do so. Violations of the honor code pledge will result in a zero for the assignment for all those who participated, a disciplinary referral consistent with the school policy on cheating, and potential loss of status in honor societies.