



Mr. Mitiguy
United States History
2019-2020

General Information:

Please refer to our class website for continual updates of course materials and resources. The website is located at: mrmitiguy.weebly.com

Grading:

If you have not done so already, please make sure you are familiar with LUHS' proficiency based learning and graduation requirements. There are links to this information on page 5 of the electronic student handbook.

Homework counts!

Forget what you've heard! Failure to turn in homework and other assignments will prevent you from successfully meeting proficiencies. While retakes are an option, you have to take the assessment first.

In order to attempt unit proficiency assignments, students must complete all assignments for that unit. Basically, if you do not complete assignments you cannot take unit tests, complete projects, etc. If you don't complete these major assessments you cannot earn proficiencies.

I have attached a set of descriptions for each of the proficiency standards we will be covering this year at the end of this letter.

Personal Electronic Devices:

Personal electronic devices, (ie- cell phones, tablets, computers, iPods, etc.) will be used at a minimum in class. Students will be expected to keep devices put away unless otherwise instructed. I understand that our classes can seem pretty long, so I will usually find time for a short break in class for students to check their devices. Of course, there are plenty of times where we can use these devices to our advantage...during these times, students will be expected to use them responsibly. **If you need to contact their student, please call the main office (802) 888- 4261 to dismiss your student.** Failure to follow these rules will result in disciplinary referrals.

Classroom Conduct:

This one is pretty simple...give respect to get respect. Throughout the year we will discuss plenty of sensitive subjects as related to our studies. It is crucial that we be respectful of differences in opinion and perspective. Disrespect of anyone in the class will not be tolerated and will result in a disciplinary referral.

Course of Study:

Unit 1: The American Revolution

Standards and Transferable Skills - Inquiry; Civics, Government, and Society: Civic and Political Institutions; Problem Solving

Unit 2: Territorial Expansion and Reform

Standards and Transferable Skills - Inquiry; Geography: Human Populations; Global Citizenship

Unit 3: The Civil War

Standards and Transferable Skills - Inquiry; History: Understanding Different Perspectives; Communication

Unit 4: Industrialization, Progressivism, and World War I

Standards and Transferable Skills - Inquiry; Economics: Exchange and Markets; Problem Solving

Unit 5: The Roaring 20s and the Great Depression

Standards and Transferable Skills - Inquiry; Economics: The National Economy; Problem Solving

Unit 6: World War II and the Cold War

Standards and Transferable Skills - Inquiry; History: Causation and Argumentation; Communication

Unit 7: Civil Rights and the Vietnam War

Standards and Transferable Skills - Inquiry; Civics, Government, & Society: Participation; Reflective Thinking

Unit 8: Modern America and the Global Age

Standards and Transferable Skills - Inquiry; Geography: Global Interconnections; Problem Solving

Social Studies Department Proficiency Standards

1. Inquiry - Students make sense of the world around them through questioning, they analyze information to develop reasonable explanations that support inquiry, and they communicate in ways that foster the exchange of ideas in a democratic society.

Inquiry Performance Indicator #1- Constructing Compelling Questions

“I can develop compelling questions that focus on enduring issues and concerns, that deal with curiosities about how things work, and that involve interpretations and applications of disciplinary concepts.”

2 - History - Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

History Performance Indicator #1- Change, Continuity, and Context

“I understand that chronological reasoning requires understanding processes of change and continuity over time, assessing similarities and differences between historical periods and between the past and present, and understanding how a change in one area of life relates to a change in other areas.”

3 - Geography - Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

Geography Performance Indicator #1- Geographic Representations and Spatial Views of the World

“I understand that creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information; organizing and analyzing the information; and using effective means to communicate the findings.”

4 - Civics, Government & Society: Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

Civics Performance Indicator #1 - Civic and Political Institutions

“I can demonstrate that in order to act responsibly and effectively, citizens must understand the important governmental institutions of their society and the principles that these institutions are intended to reflect.”

5 - Economics: Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.

Economics Performance Indicator #1 - Economic Decision Making

“I understand that people make decisions about how to use scarce resources to maximize the well-being of individuals and society, that economic decision making involves setting goals and identifying the resources available to achieve those goals, and that alternative ways to use the resources are investigated in terms of their advantages and disadvantages.”