



United States History & Geography 11th Grade

Continuity and Change in the 20th Century

1500 C.E.—Present C.E.

Torey R. Culbertson, Instructor

Social Sciences

UCLA, B.A. Geography-Environmental Studies, A.A. Communications Studies

University of La Verne, M.Ed., Education & Ecological Literacy

California State Northridge, Political Science, Public Law, Jurisprudence, Civics, Political & Philosophical Theory, Legal Studies

tculbertson@att.net

humanitiesforwisdom.org

“History as a disciplined enquiry aims to sustain the widest possible definition of memory, and to make the process of recall as accurate as possible, so that our knowledge of the past is not confined to what is immediately relevant.”

[John Tosh. *The Pursuit of History*. Fifth Edition, p.2]

Class Description:

Students in United States history class consider and decide over conflicting American views on the Constitution to continue our democracy. Life-long learners need to gain knowledge of the encompassing complicated American history and society to ensure, and continue, the best government that the world has invented in response to old-world tyranny. History opens students to the past record of human experience. It reveals the accommodations, conflicts, struggles that individuals and societies have made. Students need to study the accounts of when and how people confront problems,

recording the consequences that have followed the various choices of individuals and society.

In order to understand the present day students must know the past. That past may show us where we need to go next. By studying choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before them and the likely consequences of each, while also recognizing the uniqueness of the historical time they are living in. The United States was founded on diametric ideas. Students need to know current issues that affect them, in order to react to new political events, participate appropriately, and then confidently make decisions for change. Only if we teach students to critically think can they make good decisions. However, as society becomes seemingly evermore divided, finding common ground is easier when people understand history's consequences. Several areas of importance critical to continuing our American experiment arise through in-depth study of the Constitution, cultural origins, the tradition of loyal opposition, and mechanisms of compromise, voter participation, and struggles for liberty and sovereignty. After the Revolution, it was unclear if America would stay together with such diverse geographical, economic, and cultural differences and interests.

Our Constitution produced a somewhat peaceful resolution to religious and political conflicts. Convention delegates in Philadelphia were from an aristocratic affluent class; other founders were farmers who had come back from war in debt. The Constitution is still trying to bring all levels of society under one just, legal umbrella. America's Constitution and civic life empowers students to see that voting and participation are important. [*Civitas*] Madison wanted to stop powerful interests or inappropriate factions from controlling government. His vision was to compose a Constitution that would ensure that the majority can never reign over the few, nor that the few reign over the many.

In 1791, Madison—persuaded by Patrick Henry—protected individuals further by amending the Constitution, adding the *Bill of Rights*. Historian Garry Wills quoted Madison's support for liberty with: "Amendments, if pursued with proper moderation... may serve the double purpose of...providing additional safeguards in favor of liberty." Students learn that while we can disagree politically, we do so without violence, and that governments can transition without a *coup d'état*. Students need to see that individual protections, participation, and voting that are pivotal to the foundation of our America. Consequently, if students know that these Constitutional protections exist they might continually participate in American Democracy. Learning American issues in historical context help students face everyday problems with their families, and motivate them to become active participants. America was created for a better civilization in the hands of the people, for the people, and by the people. The government that governs best is a

government that has a citizenry that is enlightened, understands natural law, equality, inalienable rights, Aristotle's virtue of participation, the Greek concept of everyone paying their fair share for the safety and security of the state, and American exceptionalism to maintain the Modern United States of America.

Class Grade Policy:

- **70% Assessments:** Tests, Quizzes, Essays, Projects[interactive notebook], Performance Assessments, Processing Assignments, notebook with interactions, socratic seminar
- **20% Classwork:** Notes, Agendas, Guided Readings, Geography, Project drafts, Review Guides
- **10% Homework:** Reading, Notes, Homework as Reading, maps, unfinished classwork, annotations, Interactions{Outputs}

The Write Path: History/Social Science interactive Teaching and Learning

This is adapted from the AVID college readiness program. Students create a chapter notebook for the assigned chapters, projects, and personal interactions with the course content. These are interactive, used all the time, and a complete example of the efforts and work the student has put forth to master the course information.

1. Students will need a notebook spiral or 3 ring with lined paper all course long.
2. Highlighters, scissors, glue, pencils, pens of all types can help. We tend to provide these from the resource teacher but any supplies from home is great.
3. They should have a ruler.
4. Some type of access to online and at least a gmail account is necessary.
5. Students will be asked to discuss the interactions and participate in pairs, groups, whole-class, as well as presentations to the class.
6. Think about their own history and where they are metacognitively each day as a lifelong learner.

Extra Credit

Extra credit can consist of optional assignments or challenges given by the teacher, or they may be student-initiated projects or family field trips to museum exhibits, or other related event. Please see our class page* on the HFW website for project ideas, and talk with the teacher for assignment approval. Extra credit is in addition to regular classwork. It will not or should not replace missing or incomplete work. Please do not get behind.

Late Work

Please no late work.

Student Responsibilities

1. Students will be on time to class.
2. Students will treat themselves, fellow students, and all adults on campus with respect.
3. Students will have all necessary material ready at the beginning of class.
4. Students will follow school rules.



5. Students will have handouts marked with this symbol at all times:
6. Students will try their best, and be curious about new things and ideas.

Each and every student has the inalienable right to learn and work in a comfortable, safe, and trusting classroom. All behavior must be supportive of an appropriate learning-teaching environment. NO student has the authority to infringe upon the rights of another person at any time.

Classroom Rules

1. At all times people will respect each other.
2. Tardies are marked when you are not in your chosen seat, or talking, and being disruptive inappropriately at the beginning of class.
3. Participation points are given each day when present and working.
4. Come prepared to class with syllabus, pencils, paper, assigned reading, homework, etc.
5. Caught cheating an F grade will be given for that assignment. [Academic Dishonesty]
6. When class is missed it is the student's responsibility to request for work. [no more than 3 absences]
7. Three tardies equal an absence.

Discipline Policy

Progressive Behavior Steps 1-3 shall be followed and student code of conduct in school calendar. Any further disruption will result in further disciplinary action to be handled by the Administration office, according to any and all SPHS student codes of conduct. Gratuitous profanity and major disruptions will be immediately referred to Student Support. All disruptions will affect his/her citizenship grade

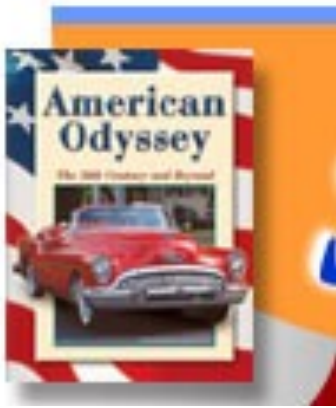
Attendance & Textbook Policy

Attendance rules are not flexible and must be adhered to. In order to satisfy class requirements, students must be present and on time each day.

- [?] Attendance will be taken at the start of each period.
- [?] Missing 1 period is equivalent to 1 absence.
- [?] Missing 1 full day, 2 period, 10-unit class is equivalent to 2 absences.
- [?] 3 tardies are equivalent to 1 absence.
- [?] Students who acquire more than 3 absences (either 3 absences plus 1 tardy or 4 absences) in a class will be dropped with a failing grade.
- [?] The final day to drop a class without a "drop/fail" on record will be Wednesday, June 21, 2017, by 2:00 p.m. Complete a Registration Change Form and submit it to the SPHS Summer School office. If you plan to Audit, complete the Audit form and submit to the SPHS Summer School office.
- [?] Absences should be reported to the school site on the SPHS attendance line (626) 441-5820 ext. 2909.
- [?] Each student is responsible for textbooks issued to them during Summer School. Students must pay for all books damaged, destroyed, tampered with, or not returned to the textbook room by 1pm Friday, July 21, 2017. Failure to return books or pay obligations may result in withholding of grades/transcripts.

Illness and Medical Appointments

- [?] Illness and medical appointments are absences.
- [?] Assigning make-up work for illness will be at the discretion of the teacher and the administration



Please read prior to class or the night after we have gone over the information. Please take some notes from the textbook that can be used later for interactions. Cornell notes might be a good way to create all new input information. When we can we might try to jump ahead, but this will really be intense and difficult to move ahead, unless everyone is keeping up. We will use PBS, American Experience, and Ken Burns when we can. Building schema from your 8th grade class and other social science classes will help.

	Monday	Tuesday	Wednesday	Thursday	Friday
week 1	19 Unit 1 Ch.1-2 A Different Mirror Get Textbooks?	20 continue Ch. 3-4 Get book	21 Unit 2 Ch.5-7	22 Continue Ch.5-7	23 Unit 3 Ch.8-10
week 2	26 Conitnue Ch.8-10	27 Unit 4 Ch. 11-12	28 Continue Ch.11-12	29 Unit 5 Ch.13-14	30 Continue Ch.13-14
week 3	3 Unit 6 Ch. 15-16 Interactive Notebook #1	4 No School	5 Continue Ch. 15-16 Semester 1 Final Choose Groups for PPT project on last day	6 Unit 7 Continue Ch.17-19	7 Continue Ch. 17-19
week 4	10 Unit 8 Ch.20-22	11 Conitnue Ch.20-22	12 Unit 9 Ch.23-24	13 Continue Ch.23-24	14 Unit 10 Ch.24-25
week 5	17 Continue Ch.24-25	18 Continue ch.24-25 Current issues Group Project time if there is time.	19 Interactive Notebook 2 checked	20 Final Exam Grades finalized for Aeries	21 Final Day of Summer School

Memorandum of Understanding

I have read these guidelines and understand that my child must follow these rules/social contract in class and on the South Pasadena High School campus. Also I will help to ensure that I will instruct my child to follow these rules, course description, memorandum of understanding, and that if he/she does not follow the rules they may be subject to *possible consequences from the California Education Code*.

Parent/Guardian's

Signature_____

Print First & Last name_____

Date_____

E-mail_____

Home Phone(_____) _____ - _____

Work Phone(_____) _____ - _____

I have read these guidelines with my parent/guardian and understand that as a student I am responsible for my actions according to this class document on the South Pasadena HS campus. I shall follow these rules and memorandum of understanding, and that if I do not follow the rules I know that I **may** be subject to *possible consequences under the California Education code*.

Student's Signature_____

Print First & Last name_____

Student ID#_____ **Period**_____

Date_____

E-mail _____

Any comments or feedback please write below and on the back: