

History 201 – United States History I Syllabus

I. Instructor Information

- A. Ms. Jill Ellzey
- B. Hartselle High School Room #106
- C. jillian.ellzey@hartselletigers.org

II. Course Information

- A. HIS 201 United States History I 3 credit hours
- B. No pre-/co-requisite course(s)
- C. Course Description:

This course surveys United States history during colonial, revolutionary, early national, and antebellum periods and concludes with the Civil War. As an introductory course, American History 201 is designed to develop and promote critical thinking, communication, and global awareness that every college student is expected to develop, sharpen, and expand. The skills you cultivate by studying history are applicable to many fields far removed from college history classes. Reading critically, analyzing and assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence are all part of being a history student. These intellectual skills, in addition to the intrinsic value of learning about the past, help explain why history is traditionally considered an essential element of a balanced general education program. These skills are useful in business, law, politics, education, and life as well as in the study of history. American History 201 is an important part of Calhoun's academic mission which is guided by three major student learning outcomes: critical thinking, communication, and global awareness. For a complete description of these student learning outcomes, please review the last page of the syllabus. Throughout the course, you will see a pattern of how student learning outcomes, course outcomes, and unit objectives are linked together in an effort to ensure "success for every student."

III. Measurable Course Learning Outcomes

By the end of this course, students are expected to be able to:

- CLO1: Describe and summarize various experiences and events that resulted in America's decision to seek independence from England. SLO / GA, CT, C
- CLO2: Identify and explain the reasons for the American colonies' successful conclusion to the Revolutionary War. SLO / GA, CT, C
- CLO3: Identify the major weaknesses of the Articles of Confederation and analyze the major compromises that made possible the ratification of the United States Constitution. SLO / GA CT, C
- CLO4: Restate the major events of the Early Republic and evaluate them within the Jeffersonian and Federalist framework. SLO / GA, CT, C
- CLO5: Examine the process of early American industrialization, nationalism and sectionalism and summarize the impact of each on the United States. SLO / GA, CT, C
- CLO6: Identify the major events of the Jacksonian era & appraise the term "Age of the Common Man" within this framework. SLO / CT, C
- CLO7: Explain the concept of Manifest Destiny within the framework of American territorial acquisition. SLO / GA, CT, C
- CLO8: Identify & assess the various causes of the American Civil War & trace events that resulted in a Union victory. SLO / GA, CT, C
- CLO9: Identify and locate evidence to analyze, support, create and write a historical argument. SLO / GA, CT, C
- CL10: Summarize major political, social, and economic events in American history through 1865 and categorize them within a chronological framework. SLO / GA, CT, C

Unit I: The New World and Exploration American Pageant Chapters 1-2

CLO1, CLO9, CLO10

By the end of Unit 1, students will be expected to be able to:

1. Summarize European colonization of the New World and relate the impact of the Columbian Exchange.

Unit 2: Colonial America American Pageant Chapters 3-5

1. List and identify on a map the 13 British North American colonies.
2. Compare and contrast the geographies, economies, and societies of the 13 British American colonies.
3. Summarize the significant reasons for settlement of the 13 British North American colonies.
4. Identify and summarize important persons, places events significant to the settlement of the 13 British North American colonies.

Unit 3: Revolutionary America American Pageant Chapters 6-10

CLO1, CLO2, CLO9, CLO10

By the end of the Unit 2 students will be expected to be able to:

1. States Constitution and the Bill of RiEvaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
2. Trace and summarize the major events leading up to the American Revolution.
3. Identify and describe major figures of the American Revolution.
4. Summarize the major conflicts and significant events of the American Revolutionary period.
5. Trace the evolution of the American system of governance through the Articles of Confederation, the ratification of the United States Constitution.
6. Evaluate the impact of the American Revolution upon American society, government, and economy.

Unit 4: Expansion American Pageant Chapters 11-15

CLO4, CLO5, CLO6, CLO9, CLO10

By the end of the Unit 3 students will be expected to be able to:

1. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
2. Summarize the major developments of the Early Republic.
3. Compare and contrast the Jeffersonian and Hamiltonian view of government.
4. Examine the emergence of the two party political system in America.
5. Trace the emergence and explain the significance of Jacksonian Democracy.
6. Analyze how nationalistic issues morphed into emerging sectional conflicts.
7. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
8. Identify & summarize the factors that contributed to America's industrial evolution.
9. Explain the concept of Manifest Destiny & continued territorial expansion to the Pacific Ocean.
10. Identify & summarize the major aspects of antebellum culture & society.
11. Evaluate sectionalism within the framework of the western territories.
12. Compare & contrast significant social, political, and economic reform movements.

Unit 5: The Divided Republic, 1850- 1865 American Pageant Chapters 16-21

CLO7, CLO8, CLO9, CLO10

By the end Unit 5, students will be expected to be able to:

1. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
2. Categorize and reconstruct the factors that intensified the secession crisis.
3. Analyze the impact of Lincoln's election.
4. Identify the major battles and leaders of the American Civil War.
5. Explain how the American Civil War affected the economy, societies, and politics of the North, South and West.
6. Conclude what made the Union victory most possible.

IV. Textbook and Course Support Materials

- A. Kennedy, American Pageant, Volume 2, 12th edition, Cengage Learning Publishers.
- B. Chromebook
- C. Pen (Black or Blue ink ONLY!)

History 201 – United States History I Syllabus

D. Binder with Dividers & Loose-leaf paper

E. Highlighters

VI. Grading Plan

There will be six (6) examinations including the final. Each exam will count for 60% of the grade, the final will be 20% of your semester average. Each exam stands on its own. The only comprehensive exam is the final exam. There will be two (2) written assignments. Quizzes on notes and vocabulary, discussion posts, and miscellaneous in-class assignments will count for 40%.

VII. Grade Scale

Based upon overall percentages, i.e., 100%-90% = A, 89%-80% = B, 79%-70% = C, 69%-60% = D, 59% or below = F. To earn college credit and remain eligible for dual enrollment courses, you must make a C or higher in this course.

VIII. Assignments

A calendar with pacing, and assignment due dates will be provided.

IX. Policy for Making Up Missed Work

Quizzes can be made up before school within 5 days of the quiz date at 7:45. To make up an exam, you must make an appointment with me to stay after school to take the test within 5 days of the exam. If you fail to make up the test within the time parameters, you forfeit the right to make it up. Late work will be accepted at a penalty of 10 % per day. Tutoring will be available after school on Tuesdays & Thursdays from 3:15-4:00.

X. Guidelines/Expectations

1. Treat EVERYONE with respect.
2. Listen carefully to directions.
3. Be in class when the tardy bell rings.
4. Bring ALL books and materials to class every day!
5. Follow all policies and procedures outlined in the HHS & Hartselle City Schools handbook.

Failure to follow classroom guidelines will result in:

1. Teacher/Student Conference
2. Call parent
3. Parent conference
4. Office referral

Students exhibiting any form of severe behavior that endangers students, violates the law, or seriously prevents the teacher from teaching or other students from learning, will be referred to administration. The teacher reserves the right to remove a student without prior consequences depending on the severity of the situation.

XI. Academic Dishonesty/Plagiarism

1st Instance: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic parent-teacher conference.

Any additional instances: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic office referral and parent-teacher conference.

XII. Technology

Technology will be used for most in-class assignments. Devices used for anything not related to class (all social media, texting, etc.) are subject to confiscation & disciplinary action.

XIII. Final Exam

TBD

