

Kailua High School
United States History and Government Honors
ACCN: CHU1100 (H)
Syllabus 2017-2018

Instructor: Leonard Wilson
Location: Room A-24
Phone: 266-7900 X 2257
E-mail: leonard_wilson@mac.com
Web Page: <http://weisun.org>

Philosophy of Learning:

You cannot measure a love for learning or a joy of knowledge or a passion for life. You cannot measure those things with a standardized test but you can sure kill them.

Bill Harley, singer and poet, as quoted in NPR commentary, June 2001

"Not everything that counts can be counted, and not everything that can be counted counts."
Albert Einstein

Prerequisites: Admission to the Grade 11. Advanced Placement United States History can be taken in place of this course.

Next Course: World History and Cultures

Text Book and Resources:

Principal Texts:
A text book to be announced

Supplementary Readings:

[U.S. History: The Choices Program](#) A Program of the Watson Institute for International Studies at Brown University <<http://www.choices.edu>>
[A More Perfect Union: Shaping American Government](#)
[Challenges to the New Republic: Prelude to the War of 1812](#)
[Reluctant Colossus: America Enters the Age of Imperialism](#)
[Wilson's vision and the League of Nations Debate](#)
[Ending the War Against Japan: Science, Morality, and the Atomic Bomb](#)
[The Origins of the Cold War: U.S. Choices after World War II](#)
[The Cuban Missile Crisis: Considering its Place in Cold War History](#)
[The Limits of Power: The United States in Vietnam](#)
[U.S. Immigration Policy in an Unsettled World](#)
[Responding to Terrorism: Challenges for Democracy](#)
[The U.S. Role in a Changing World](#)
[Challenge of Nuclear Weapons](#)

Resources:

Lind, Michael, editor. Hamilton's Republic: Readings in the American Democratic Nationalist Tradition. New York: The Free Press, 1997.

Todd, Emmanuel. AFTER THE EMPIRE: THE BREAKDOWN OF THE AMERICAN ORDER. Translated by C. Jon Delogu. New York: Columbia University Press, 2003.

The Federalist Papers: On Line <<http://www.foundingfathers.info/federalistpapers/>>

US National Archives & Records Administration <<http://www.archives.gov/>>

“Charters of Freedom,”

<http://www.archives.gov/national_archives_experience/charters/constitution_founding_fathers.html>

Atlas Maps. National Geographic. <<http://www.nationalgeographic.com/xpeditions/>>

Course Description:

Introduction

Why is America the most popular place on planet Earth and why is the formation of America the weirdest event in human history? These two questions will form the guidelines for our making sense of United States History and Government. But our answers will serve as a foundation for the most important questions Americans must answer: Why are America and Americans the targets of terrorists and who are these terrorists that have declared war on Americans? Is the existence of America as a unique event in human history the cause of terrorist hatred towards Americans, or has America engaged in actions that have produced terrorist hatred toward Americans?

America's popularity is noticed by contemporary authors who point out that the United States is the number one tourist destination for Asians and Europeans. What makes the United States so popular? Disneyland, Disneyworld, Universal Studios, Hollywood, vast panoramas of natural beauty such as our national parks, and huge ghettos of economic depravity (that contradict the mythical meaning of equality for all U.S. citizens) are indeed popular tourist attractions. In addition to the attractions of tourism, America is the destination for millions of legal and illegal immigrants who perpetuate the mythical meaning of America as a land of opportunity, equality and freedom. Magnifying both the promise of America and America's natural and human vistas, we must remember America's roles as both the dominant military power and economic force to emerge from World War II. America has entered into the 21st Century as the global center of entertainment, sightseeing, military strength, economic force, academic wonderland, and based on continued immigration, a promise for a better life. However, America's perception of the world has not kept pace with how the world has changed.

A major change in the personality of the world is the absence of Communism as a threat to both the American way of life and to “freedom loving people around the world.” Hence we must ask why does the United States maintain both large military bases in Europe and Japan and strategic outposts throughout the world if the tension of the cause of the Cold War has disappeared? And regarding

America's role in a global society, how did the United States become the world's largest consumer of global products, and yet at the same time become the least productive of industrial nations?

Because of America's popularity and Her bull's-eye terrorist target, there must be something weird or unique about America that at the same time has limited America's perception of the rest of the world. That is, Americans believe that the world needs the United States more than the rest of the world believes that it needs America. And yet without American consumption of the world's products, the global economic system would collapse! Therefore we will explore the uniqueness of America by examining the myth of America—discovery, founding, promise. Our journey into the formation and action of America will also encompass several definitions of history: cosmological, historical, sociological and political. These large definitions of history will provide to students an introduction to current debates about the origin and nature of the United States and the role of the United States in a changing world.

Requirements

Class Binder: Students will maintain a folder for their class work and homework which will include:

Course syllabus; Class rules
 Reading, discussion, and lecture notes
 Weekly current events (with vocabulary)
 In-class writing
 Course projects: Motion history analysis (movie analysis), Use of the Atomic Bomb, Cuban Missile Crisis, Terrorism, Immigration and American Art
 Visual aids (maps, charts, Venn diagrams, bubble sheets, T-charts, lists)
 Quizzes and Exams

Motion History Project:

Students will be asked to interpret how Hollywood portrays America. This will be done by examining movies. The choice of movies will be made by students and their selection will represent how America is seen by them. Their movie analyses will require note-taking, written summary and analysis, oral presentation and a poster.

American Art Project (time permitting):

Students will select an American school of art, examine its “theme”, select an artist, three of the artist’s works, and provide an analysis of what the art tells us about America.

Writing Projects (Essay, movie, or PowerPoint):

Atomic Bomb

Cuban Missile Crisis Project

Terrorism

Immigration

America, who are you?

Students are encouraged to create web sites displaying their work.

Habits of Mind: Learning requires that students are aware that they control their own thinking process. Kailua High School therefore engages students to discover their own mental processes by recognizing the following conscious acts:

1. Persisting
2. Managing Impulsivity
3. Listening with Understanding and Empathy
4. Thinking Flexibly
5. Thinking about Thinking (Metacognition)
6. Striving for Accuracy
7. Questioning and Posing Problems

8. Creating, Imagining, Innovating

General Learner Outcomes:

Self-Directed Learner (The ability to be responsible for one’s own learning.)

Community Contributor (The understanding that it is essential for human beings to work together.)

Complex Thinker (The ability to demonstrate critical thinking and problem solving.)

Quality Producer (The ability to recognize and produce quality performances and quality products.)

Effective Communicator (The ability to communicate effectively)

Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically.)

The Standards: U.S. History and Government includes standards from Social Studies, Educational Technology, and Science, and Skills for Life and Work. However, the predominate focus for the course is from the standards of history. **Benefits:** Students begin to see integration of the human sciences with the natural sciences (multidiscipline).

STANDARD	BENCHMARKS & PERFORMANCE INDICATORS
<p>Content Area: History Content Standard: Change, Continuity, Causality 1. Students employ chronology to understand change, continuity, and causality.</p>	<p>Analyze cause and effect relationships and multiple causation of change. The American Revolution and the ability of America to hold itself together.</p>
<p>Content Area: History Content Standard: Historical Inquiry: 3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</p>	<p>Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the sources. Religion and state; speech and press and the meaning of the First Amendment in the 21st Century.</p>
<p>Content Area: Political Science/Civics Content Standard: Global Cooperation, Conflict and Interdependence 3. Students understand similarities and differences across cultural perspectives, and evaluate the ways individuals, groups, societies, nations, and organizations change, and interact.</p>	<p>Students will be assigned articles from various newspapers (New York Times) or periodicals (<i>The Atlantic Monthly</i>; <i>Foreign Affairs</i>) that present perspectives about democracy.</p>

<p>Content Area: Educational Technology Content Standard: Social, Ethical and Human Issues</p>	<p>Students demonstrate understanding of ethical, cultural and societal issues related to technology by practicing responsible use of technology, information and software.</p> <p>Students write about technology as an issue in global society and as the middle term between material and spiritual existence</p>
<p>Content Area: Educational Technology Content Standard: Technology as a tool for productivity</p>	<p>Students use technology to enhance learning and promote creativity</p> <p>Students develop websites relevant to course material; students create videos relevant to course material</p>
<p>Content Area: Educational Technology Content Standard: Technology as a tool for communication</p>	<p>Students use technology to communicate, to collaborate, publish, and interact with peers and experts</p> <p>Students open accounts with New York Times and write to contributors</p>
<p>Content Area: Science Domain II: What We Know Today About the World Around Us Strand 1: Historical Perspectives Content Standard: 2. Interdependence of Science, Technology and Society</p>	<p>Students analyze and evaluate the interdependence of science, technology, and society.</p>
<p>Domain II Strand 4: The Physical Environment Content Standard: 13. The Nature of Matter. Students examine the scientific view of the nature of matter and how that view evolved.</p>	<p>Students will identify American politics as grounded in the scientific understanding of nature.</p>
<p>Domain II Strand 5: Earth Systems and the Universe Content Standard: 16. Universe. Students discuss current scientific views of the Universe.</p>	<p>Students will identify at least one primary source in American politics that refers to the scientific view of the Universe and how that viewpoint is a structural model for American government.</p>
<p>Skills for Life and Work: Students develop skills and</p>	<p>Thinking and Reasoning</p>

<p>attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<ul style="list-style-type: none">➤ Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.➤ Analyze and evaluate various perspectives, interpretation, and theories for clarity, accuracy, logic and significance➤ Use efficient learning techniques to acquire and apply new knowledge and skills <p>Managing Resources</p> <ul style="list-style-type: none">➤ Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task <p>Interpersonal Skills</p> <ul style="list-style-type: none">➤ Participate effectively in varied roles as a member of a team
--	--

Student Grading Policy based on Evidence of Student Learning:

1. General Policy

- a. Individual achievement of stated learning objectives shall be the primary basis for grades.
- b. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning objective.

c. **Late work**

- (1) Teacher shall set due dates and absolute deadlines for all marked work that will be part of a student grade.
- (2) Work handed in late will **be penalized**.
- (3) Teachers may exempt students from penalties in exceptional circumstances.

2. Formative versus Summative Assessments

- a. Teacher shall mark and/or provide feedback on formative assessment.
- b. Marks for formative assessment shall not be included in grades.
- c. Marks from summative assessments only shall be included in grades.

Examples of Formative Assessments	Examples of Summative Assessments
Informal observations, quizzes, homework, teacher questions, worksheets, and learning logs.	Formal observations, unit exams, long-term projects
	Term papers, oral and visual presentations
	Current Events

School Attendance Policy:

In furtherance of *Kailua's Educational Vision*, all students are required to attend classes daily and be present on time.

1. An absence may be cleared for grading purposes only if and when a student makes up class work that was missed during the absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
2. Official attendance records will not be changed.
3. The student shall provide a written note for absences, which the teacher or other designee will attach to a *Request to Excuse an Absence Form*.
4. When a student is truant, the student will continue to be enrolled in the class and upon his/her return to school will attend future classes on time and complete class work.
5. Students are required to be present in class on time. An excused tardy may be cleared for grading purposes only if and when a student makes up class work that was missed during the period of absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
6. The teacher will complete a Progress Report form when a student reaches three and six unexcused absences from a class. The form will be submitted to the counselor for mailing to the student's parent or guardian.
7. The teacher will submit a Request for Assistance form (RFA) to the Student Services Coordinator requesting attendance intervention for a student with 3 or more unexcused absences.
8. The teacher will submit a Referral Form for a student with 3 or more unexcused tardies to Administration for disciplinary action.

School Discipline Policy:

School administered discipline through Chapter 19, student discipline and dress code will be adhered to by all students.

Classroom Rules:

As a student in this class, you will follow the Board of Education *Student Code of Conduct*, obey all Kailua High School rules, follow the attendance policy, and abide by the following class rules:

Class Rules

1. Respect the privilege of public education.
2. Do not distract others from the privilege of education.
3. Respect yourself and the property of others.
4. Be responsible for your own learning.
5. Discipline yourself to be respectful.
6. Be prepared to learn.

Safety:

All class safety and or emergency procedures for the school's evacuation plan shall be taught to and followed by all students.

Parent Communication:

Education is a partnership among the student, teacher and parent that thrives only when good communication exists.

The teacher will contact the parent for any attendance, discipline or class work assignment praise or problem. A parent teacher conference will be scheduled as needed with the grade level counselor and/or administrator. The parent, teacher, counselor, or administrator may make a student referral for further discipline or student support services.

Modification of Instructional Strategies:

Reasonable modifications will be made to ensure that the qualified student with a disability or *learning need* receives an education which is comparable to that received by a student without disability within a regular education program. Please inform the teacher about any modifications that will help you to achieve success in this class.

Class Participation:

Education needs to be experienced in order for learning to be fully appreciated. Participation will be expected as it is vital to your learning and understanding of this course

Materials Needed:

1. 2 Ball point pens, blue or black ink
2. 1-Three inch Binder
3. 1 ream of notebook paper
4. Metric or standard ruler, 30 centimeters or 12 inches
5. 1 set colored markers
6. 2 Number 2 pencils with erasure
7. One poster board 20" X 30"
8. Computer word processing and the Internet
9. USB Flash Drive