

Honors US History 1 – 2017-2018

Ms. Olszyk/Mrs. Ross

Welcome to Honors U.S. History 1! For many of you, this will be your first experience with an Honors course. You have probably heard from teachers and your guidance counselor already, but let me stress the point again: honors classes require **work ethic, organizational skills, the desire to question, and commitment**. The summer assignment is meant to prepare you for the first day of class (and beyond), as well as inform you of the expectations I have for you. Though this class will certainly be challenging, I also hope that it will be informative and fun!

Logistics and details

- Your summer work will be due in hard copy form on the first day of school. Please type your assignment (Times New Roman, 12 font, single-spaced).
- Please read over the Washington, DC Field Trip opportunity for March of 2018. The deadline for the submission of field trip money and permissions is Monday, October 2nd 2017. This trip is limited to 40 students and reservations are processed as first come, first reserved. You can submit payment and permissions as early as the first day of school.
- Please closely read through the Honors US1 Course Syllabus. Knowing the expectations of the course will help guide you through the summer assignment as well as the year we are going to spend together.
- You will be responsible for keeping all of your Honors US1 materials, including your concepts and class notes, throughout the course of the year in preparation for possible enrollment AP US2. These materials are *essential* for review exams in mid-April and for the AP test in May of 2019.
- I recommend that you purchase a five-subject spiral notebook and **heavy duty**.
- You may email us anytime over the summer at jolszyk@hvrdsd.org or cross@hvrdsd.org with any questions or concerns you may have.

See next page for summer assignments

Required Reading:

Woodward, Colin. American Nations: A History of the Eleven Rival Regional Cultures of North America. New York, New York: Penguin Books, 2011. (Available as a hardcover, paperback, or on your Kindle)

Text Background:

Why do Americans have such a difficult time agreeing on basic issues like the meaning of freedom, the role of religion in public life, or what it means to be an American? The reason, argues historian and award-winning journalist Colin Woodard, is that North America is actually made up of eleven nations, each with its own unique historical roots dating back centuries. From the Deep South to the Far West, Yankeedom to El Norte, each region continues to uphold its distinguishing ideals today, with results that can be seen in the composition of the US Congress or on the county-by-county election maps of presidential elections. Engrossing and endlessly fascinating, American Nations takes readers on a journey through the history of our fractured country, offering a revolutionary and revelatory take on America's myriad identities, and how the conflicts between them have shaped our past and are molding our future.

Due Dates:

September 7th 2017

Hard Copy at the beginning of your class period

Point Value: 25 Total Points

Reading Analysis (25 points)

As you read American Nations, create a *comparison chart* that illustrates the “nations” analyzed by Woodward in pages 23- 170. Comparison is one of the four major historical thinking skills. Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. Proficient students should be able to:

- *Compare related historical developments and processes across place, time, and/or different societies or within one society.*
- *Explain and evaluate multiple and differing perspectives on a given historical phenomenon.*
- Read text pages 23- 170 and organize your comparison chart using the following time periods:
 - Time Period 1: 1607- 1769
 - Time Period 2: 1770- 1815
- Describe, compare, and evaluate, in various chronological and geographical contexts, historical developments across and/or between different nations during the time periods outlined above.

Suggested Pacing Guide:

Date	Chapters	Action
<i>The Week of July 8th</i>	<i>Chapters 1-2</i>	<i>Note the global developments that led to New World colonization</i>
<i>The Week of July 15th</i>	<i>Chapters 3-5</i>	<i>Begin comparison chart</i>
<i>The Week of July 22nd</i>	<i>Chapter 6</i>	<i>Note the impact of the French & Indian War on the development of an American identity</i>
<i>The Week of July 29th</i>	<i>Chapter 7-9</i>	<i>Continue comparison chart</i>
<i>The Week of August 5th</i>	<i>Chapters 10-11</i>	<i>Note the long-term and short-term causes of the Revolution for each nation</i>
<i>The Week of August 12th</i>	<i>Chapter 12</i>	<i>Note the role each nation played in the American Revolution</i>
<i>The Week of August 19th</i>	<i>Chapters 13-14</i>	<i>Note the political, social, and economic changes between the date of colonization through the War of 1812</i>
<i>The Week of August 26th</i>		<i>Complete comparison chart</i>

2017- Washington, DC Trip Notice- 2018

*Hopewell Valley Central High School's Social Studies Department is offering to those interested students an exceptional educational opportunity to visit Washington, DC as part of its United States History AP & Honors program. This trip has taken place since 1993 and has been very popular and successful. Students enrolled in either AP United States History I or Honors United States History I may attend. Students must complete the **two** requirements listed at the bottom of the page.*

Dates:

March 14, 15, & 16 (Wednesday, Thursday, Friday) 2018

Activities:

Tour the White House

Visit Capitol Hill

Visit US Capitol Visitor Center

Visit US Supreme Court

Tour Arlington National Cemetery

Tour the Capitol Mall Museums

Tour National Archives

Tour Ford's Theater

Visit the Vietnam Memorial, WWII Memorial, and the Korean War Memorial

Visit MLK Memorial

Visit FDR Memorial

Visit Lincoln Memorial

Tour Mount Vernon

Night tour of Washington, DC

Lodging:

Students will be staying at the Washington Marriott at Metro Center in Washington, DC

Cost:

The cost will be **\$450.00**. This includes bus transportation, lodging, and tickets to all venues. Students will also need to pay for two breakfasts, two dinners, and three lunches. This is a "break-even" trip and I try to keep the costs as low as possible. The trip is \$50.00 higher than in previous years because of the cost of bus transportation. We are receiving the student-group rate for the hotel and other venues or else the costs would be prohibitively higher.

Requirements:

\$450.00 check (non-refundable) payable to HVCHS and Permission and Rules Packet and Emergency Medical Form to Ms. Olszyk/ Mrs. Ross are due by 10/2/17. After reservations are secured for 40 students, others will be put on a waiting list. This trip is limited to 40 students. The trip reservations will be based on a first come, first reserved basis. Any

questions, please contact Ms. Olszyk, DC Trip Director, at 737-4000 x1337 or jolszyk@hvrdsd.org

**- WASHINGTON, DC TRIP-
MARCH 14th, 15th, and 16th 2018**

PERMISSION AND RULES PACKET

COMPLETE AND RETURN TO MS. OLSZYK ALONG WITH \$450.00 CHECK PAYABLE TO HVCHS BY 10/2/17

The following information is necessary to gain White House security clearance. Please fill out the entire form below:

Last Name	
First Name	
Middle Initial	
Date of Birth	
Are you a US Citizen? (US citizenship is not required, this is for security clearance purposes only)	Yes or No
Country of Origin	
Gender	
City of Residence	
State of Residence	

IMPORTANT: The tragic events of September 11th have made planning a trip to Washington, DC an uncertain endeavor. It is currently safe to take students, but since we can't foresee what new developments may occur we must reserve the right to cancel the trip if it is determined that the trip is not safe for students. If this becomes necessary we may not be able to refund the entire trip payment. Any questions, please contact Ms. Olszyk, DC Trip Director, at 737-4000 x1337 or at jolszyk@hvrdsd.org

Parents/ Guardian Signature: _____

Emergency Medical Information
Read and Complete Carefully

In the event of any emergency and so that we may accurately handle all health care needs , we are asking that you complete this medical information/treatment form. Please be advised that should an emergency arise, you will be notified immediately.

Student's full name _____

Date of Birth _____

Address _____

Phone (H) _____ (C) _____

Parent/Guardian #1 _____

Phone (H) _____ (C) _____

Parent/Guardian #2 _____

Phone (H) _____ (C) _____

If the above cannot be reached, please notify:

Phone (H) _____ (C) _____

Primary insurance carrier for the student:

Company name: _____

Policy No.: _____

Policy holder's name _____

I hereby give permission to the person in charge to allow hospital personnel and/or a licensed nurse or physician to perform emergency treatment if necessary.

Parent/Guardian signature: _____ Date _____

I hereby give permission to the person in charge to transport my child to or from a doctor and/or hospital for emergency treatment.

Parent/Guardian signature: _____ Date _____

Please complete both sides.

General Information

1. Are there any physical activities in which your child should NOT participate?
Yes ___ No ___ If yes, please give details (this information is confidential).

2. Are there any conditions which may warrant special consideration, such as diet needs or restrictions, emotional problems, sleepwalking, etc.?
Yes ___ No ___ If yes, please give details (this information is confidential).

Medical Information

Child's allergies, if any (medications, insects, foods, etc.)

Describe reaction _____

May your child be administered Tylenol or Advil if necessary? Yes _____ No _____

Is your child currently taking medication? Please check below.

- 1. Prescription medication
- 2. Non-prescription medication
- 3. No medication

IF YOU CHECKED 1 OR 2 ABOVE, PLEASE COMPLETE BELOW:

Name of medication(s) and dosage _____

Reason for taking medication(s) _____

Time(s) medication(s) is to be administered _____

IMPORTANT: Both prescription and non-prescription medications sent for the child must be labeled with the child's full name and instructions for administration of the medication. All medications, both prescription and non-prescription, must be in the original container. Prescription drugs must have a legible pharmacy label. A note from the parent granting permission to administer medication to the child must accompany all medication. All medication and notes must be given to the nurse in charge upon the morning of departure.

Ms. Olszyk/ Mrs. Ross
609.737.4000 x1337/ x1359
Room 313/ 310
jolszyk@hvrdsd.org/ coleenross@hvrdsd.org

HONORS UNITED STATES HISTORY 1 SYLLABUS

Statement of Philosophy:

United States History 1 Honors is the study of American history within the scope of world affairs. From the earliest colonial times, the United States has been influenced by the events, people, and forms of government in other nations – and America has influenced world affairs. Students journey through the past examining the development of American government, struggles to maintain life, liberty and the pursuit of happiness, economic collapse and recovery, the Constitution as a living – growing document, through the social and political changes of America at the turn of the 20th century.

Course Rationale:

History is basically a study of the people who have come before us. A course of this nature attempts to analyze and to interpret those people and the events that shaped their lives. An understanding of history can give a long-range perspective to your life without which it might be impossible to be truly human. Also, history partially reveals the nature of individual persons and of human societies—their strengths and weaknesses, humanity and inhumanity, rationality and irrationality, progress and regression, etc. It may even suggest something about the ultimate meaning of life itself. A study of history also gives us information about how people who experienced life before our time tried to solve problems that confronted their societies. Some of these problems continue to plague humankind today. Examining the problems of the past and the attempts to solve them offers possible suggestions for solving the problems of the present.

Course Description:

This course will cover the political, social, and economic development of the United States from the earliest explorations through 1909, including colonial settlements, the formation of the Republic, the growth of nationalism, territorial expansion, the development of sectionalism, the Civil War, Reconstruction, industrialization, and America's transformation into an empire at the close of the 19th century.

Overarching Course Understandings:

1. The diversity of the American people and the relationships among different groups.
2. Views of the American national character and ideas about American exceptionalism.
3. Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout US history.
4. The economic, social, and political effects of immigration, internal migration, and migration networks.
5. The effects of capitalist development, labor and unions, and consumerism.
6. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

7. Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state.
8. Armed conflict from the colonial period to the 20th century; impact of war on American foreign policy and on politics, economy, and society.

Overarching Course Essential Questions:

1. What role should government play in the lives of its citizens politically, socially, and economically?
2. What are the economic, political, and social ramifications of expansion?
3. Who has greater influence on the sovereignty of a nation, the citizenry of the nation or the global community?

Scope and Sequence:

Content Sequence and Recommended Timeline

Unit 1: Founding the New Nation (Quarter 1)

Unit 2: Building the New Nation (Quarter 2)

Unit 3: Testing the New Nation (Quarter 3)

Unit 4: Forging an Industrial Society (Quarter 4)

Course Texts:

Textbook:

Kennedy, David M. and Lizabeth Cohen. *The American Pageant, AP Edition*. 16th ed. Cengage, 2016.

Sampling of Supplemental Readings:

- Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views in United States History*. New York: McGraw-Hill, 2014.
- McPherson, James M. *Battle Cry of Freedom*. New York: Oxford University Press, 2003.
- Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*. New York: Simon and Schuster, 2005.
- Hoffman, Elizabeth Cobbs and Jon Gjerde. *Major Problems in American History*. New York: Houghton Mifflin, 2002.

Course Materials:

Students will need the following items for class:

- A separate 1 inch three-ringed binder, including binder version of the three-hole punch for many articles, documents, and readings
- Chromebook
- Binder folders for handouts and graded work
- A 5 subject spiral notebook for notes and homework
- Pen/ pencil

Grading Policy: Subject to Change

All assignments will be recorded in weighted categories. The following are the categories and weights for each marking period:

<u>Quarterly Exam:</u>	15%
• Comprehensive Unit Exam	
<u>Critical Writing:</u>	30%
• Document- Based Questions	
• Research Essays	
• Critical Analysis	
• Concepts	
<u>Critical Discussions:</u>	25%
• Conference- style Discussions	
• Student-facilitated Discussions	
<u>Critical Reading:</u>	30%
• Close Reading Annotations	

Late Work/ Absences:

- **Regular Homework:**
 - Personal/ family illness (note needed for family illness) is excused. Regular homework is due upon your return to school and make-up work is due the next day.
 - ***All work that is submitted late (unexcused) will be subject to a 10% per day deduction.***
 - NOTE: Field trips are not an acceptable excuse. Please submit regular homework to your teacher prior to your departure from school.

- **Tests**
 - You are required to take an announced test within 5 school days upon your return, failure to do so will result in a ZERO.
 - It is YOUR RESPONSIBILITY to make arrangements with your teacher to make up the missed test.

- **Major Assessments:**
 - Major assessments (essays, projects) are due upon the day you return to class. ***Major assessments that are handed in late will result in a 10% per day deduction from the total grade of the assessment.*** Each student will have an opportunity to revise formal essays with five (5) school days of receiving a graded original copy. Revisions may earn up to half the distance to a perfect score.
 - NOTE: Field trips are not an acceptable excuse. Please submit major assessments to your teacher prior to your departure from school.

- **Graded Discussions:**
 - Discussion performance will be tracked over the course of a marking period. Students will receive two discussion grades per marking period. It is not necessary to “make up” a discussion.
- **Responsibility for Missed Work:**
 - It is your responsibility to inquire about assignments while you were absent from class; this includes regular homework, tests, quizzes, and projects. Accessing teacher web pages from the high school home page is recommended.
 - You are responsible for speaking with your teacher about make-up work either during class or via email. You are encouraged to make these arrangements for yourself.

Attendance:

- Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class.
- Please arrive to class BEFORE the bell and NOT AFTER the bell. Three tardies will result in a teacher detention. A fourth tardy will be referred to the administration.

Assignments:

- Objective tests
- Research Essays
- Document- Based Questions
- Conference-style Discussions
- Analytical Readings/ Annotated Readings
- Individual/ Small Group Presentations

Films/Videos:

There will be times during the school year that we will be showing a documentary or other films that will enhance our learning. Due to the nature of the subject, these films may be Rated “R” due to violence or language. Please discuss with your parents to ensure you have permission to view these videos and have them sign the bottom portion of this sheet and bring it back to me ASAP.

Anticipated Workload:

- As per the district homework policy, students enrolled in an honors course can expect between 25-35 minutes of homework per night.
- It is strongly recommended that honors students manage their time wisely.
- If a student is spending MORE THAN 25-35 minutes per night at USI Honors homework, it is strongly recommended that the student conference with his/ her teacher.

It is understood that remaining in this course (not dropping or withdrawing from this course) constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document. By signing below I have read and understand the classroom procedures for Honors US I History under the teaching of Ms. JanaLeigh Olszyk & Mrs. Coleen Ross, and intend to follow all that is outlined. I also give permission for my child to view all films related to this course and understand that some may contain a rating of R due to violence or language.

Student Signature

Date

Parent/ Guardian Signature

Date