

Survey of U.S. History

Course Overview and Syllabus

Teacher

Mrs. Jihan Bradford (affectionately known as “Mrs. B”)

Modes of Contact

Email, text, or voice call (**I PREFER FOR YOU TO CALL ME; OFTEN TIMES, TONE IS MISCONSTRUED IN TEXT AND EMAIL**)

Email

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Phone Number

404-290-9836

Office Hours

You may contact me Monday through Friday from 8:00 am-4pm. High school teachers are on campus all day Mondays and Wednesdays. If you feel you would like additional personalized help, let me know and I will include you on my 'Invitation Only' Friday list. IO Fridays are the 1st Friday of the month. In order to accommodate a variety of schedules, I will also make myself available to you on Thursday evenings from 8pm-9pm. If you call or email me outside of these hours, I will contact you the next business day. If it is an emergency, you may call or text me.

Course Description

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization as they assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Course Objectives

Throughout the course, you will meet the following goals:

Assess the political development of the United States, including the influence of democratic ideals, the changing role of government, and the development of the modern two-party system.

Explore the evolution of American culture and society, including the role of reform movements, from the colonial era to the present.

Investigate and understand the reasons behind American involvement in wars and conflicts throughout U.S. history.

Trace the economic development of the United States from an agrarian economy to an industrial economy to the leading economic force in the world.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course would. You need to complete 1 hour of work PER day in this course. If you complete 1 hour of work PER day, you will never have to play catch up. You will also WANT to attend live-lessons, webinars, field experiences, and one-on-one tutorial sessions.

Mastery of the Georgia Performance Standards will be expected of all students. Mastery is defined as achieving a minimum of 90% of the course content. Mastery of those standards should be evident with an 'Exceeds' score on the Georgia Milestone for US history (Yes, I know this seems like a lot, but I have HIGH aspirations for you).

Grading System

Quizzes	25 %
Tests	20 %
Exam	15 %
Assignments	25 %
Additional-Project 68	15 %
Total	100 %

***Please note that this grading system ONLY includes coursework. All course work (work completed in Edgenuity and Project 68) is worth 80% of your OVERALL grade. The other 20% of your grade will come from your Milestone score. The Milestone is a SEPARATE assessment from the Edgenuity final exam. I want to assess what you learned through Edgenuity and how well it prepared you for the Milestone; thus, you will do both.**

Project 68

The year 1968 was chock full of events that impacted the social, political, religious, and economic lives of many Americans. Thus, I have created an oral history research project that will allow you to explore the events of 1968 in a more personal way. *Project 68*, as I have titled it, will walk students through the process of conducting an oral history interview with someone who was at least 16 years old in 1968. The goal is for the interviewee to provide their perspective on topics such as: the Tet Offensive (Vietnam), the deaths of Dr. King and Robert Kennedy, the Cold War (the role of the USSR in establishing communist regimes across the globe), the launching of Apollo 8, the Women's Liberation Movement and the boycott of the Miss America pageant, and the 1968 Olympics Black Power salute. The questions will primarily focus on the interviewee's perspective back in 1968. With the wealth of information students gather from the interview and other supplemental readings, they will write a 5 paragraph essay. For extra credit, students may make an accompanying video OR transcribe the interview. After completing the project, students will learn the value and (challenges) that come with researching, evaluating, interpreting,

and relaying primary source information. Students will also engage the content and their communities in a very tangible and authentic way.

****You will receive an email detailing the specifics of the project in the coming days; in the meantime, think about who you might want to interview.****

Passing Threshold/Second-Attempt Policy

If you earn less than an 80% on a quiz, test, or exam, you will not be able to move forward in the course until I review your work. If I do not receive any communication from you, I will move you forward and record the grade earned.

If you would like a SECOND ATTEMPT you MUST do the following:

1. Send me an EMAIL (including your name) and explain why you feel you earned the recorded grade.
2. Then, you will either scan and email me your HAND-WRITTEN notes OR bring them to me during café.
3. Notes must be emailed to me at jihan.bradford@henry.k12.ga.us
4. After I receive your notes, I will give you a SECOND attempt.

Live- Lessons

Over the course of the semester, I will conduct 6 live-lessons /6 webinars on the following topics:

1. Discussion over 17th Century Topics
2. Discussion over 17th Century Topics
3. Discussion over 18th Century Topics
4. Discussion over 18th Century Topics
5. Discussion over 19th Century Topics
6. Discussion over 19th Century Topics

I offer 20 points EXTRA CREDIT on a QUIZ AND TEST for ATTENDING AND COMPLETING THE ASSIGNED WORK during live-lessons and webinars.

The material covered in the live lesson is the SAME content shared during the webinar. Again, I try to provide flexibility for students who have hectic schedules, so webinars are typically held on the day **after** live- lessons from 7pm-8pm. Lastly, keep in mind that this is a Milestone course; thus, the notes from these sessions will go a **LONG** way in helping to prepare you for the test.

****You will receive emails detailing dates and times for live lessons/webinars in the coming days.****

Field Experiences

We will have field experiences each semester. During our field experiences, we will dig a little deeper into a specific area of history. Field experiences are not mandatory, BUT you will be handsomely compensated for attending AND completing the assignment. You will receive information about field experiences in your SIS email in the coming days. We have an amazing time, so try to attend!

Film Fridays- Extra Credit

Throughout the semester, you will have the opportunity to participate in several *Film Fridays*. On FFs, we will analyze historically- based films and then participate in an engaging discussion.

****If you stay alert, present, and participate, you will receive 25 points on ANY assignment, quiz, or test of your choice (except Project 68 and the final exam). I promise, the films I choose will be worth your while.****

A Note from your Teacher

Though I've just recently joined Henry County, over the past four years, I taught as an adjunct professor at Georgia Gwinnett College. I was also blessed to have the opportunity to teach at Atlanta Metropolitan College and Strayer University. Before becoming an educator, I earned a bachelor's degree in history from the University of Georgia (Go Dawgs!) and a master's degree in history from the University of West Georgia (Go WEST!). So, as you can see, I'm a bona-fide history geek with a passion for teaching. If you you've ever uttered the words, "I hate history," afford me the opportunity to help you change your perspective. From power to pain, and everything in between, our collective past is like none other. I look forward to exploring America's rich and intriguing history with each of you!