Course: History Seminar   **Teacher**: Mr. Grybos

Course Introduction:
History Major is a course that focuses on key social studies skills. It is designed as an intensive research, writing, presentation, and project-based class that will introduce students to the practice of conducting research in history, orienting their research into written work, and orally presenting their research effectively to an audience. Students will also have the opportunity to observe and critique their peers' work while also working closely with the teacher. Our class will move through the various steps of the research process, select topics, create a thesis, use and evaluate primary and secondary sources, organize and write drafts, self and peer-critique, create and interpret data graphs, and more. In sum, the students will enjoy a year of real social studies skills actualized through student-centered project-based learning. This will promote quality participation of students in civic life and develop their ability to better address and understand society.

Content Overview:
-"Do History" Skills & Technology Introduction
- Survey/Data Collection
- Historiography Principles
- Research Principles
- Historic Writing Principles
- Design Principles (Powerpoint)
- Project 1 (World History)
- Mock Debate (Pro/Con on Contemporary Issues)
- Historic Formal Writing Submission (News/Blog/Etc.)
- Project 2 (US History)
- Infographic Design
- Project 3 (Contemporary Issues)
- Final/Video Project

Skills/Units will overlap throughout the year and each project

Course Text or Student Materials:
- ❖ Digital History - Digitalhistory.uh.edu
- ❖ Visions of America, Jennifer D. Keene
- ❖ National Archives - archives.gov
- ❖ Library of Congress - loc.gov
- ❖ Teacher generated materials
- ❖ Chromebooks
- ❖ Google Apps (Classroom, Docs, Slides, Scholar, Sites, Forms)
- ❖ Tech software- Piktochart (Infographics), Screencastify, Imovie
- ❖ Historiography Materials

Skills:
-Read effectively, finding the main ideas in a text (or movie,etc.)
-Read critically, assessing whether those ideas are supported by evidence and placing a source in context
-Think critically, chronologically, use historic significance, apply causation, and use perspective-taking.
-Understand the difference between primary and secondary sources
-Apply the principles of historiography
-Write historically, creating a thesis, justifying assertions with evidence, and properly citing sources
-Write effectively in other formats, such as drafting a letter to the public, writing a newspaper article, or writing to a webpage.
-Speak effectively and transfer information to peers during presentations, debates, and mock-court formats.
-Understand, critique, and create tables of data.
-Compose your own poll/survey data, and interpret the data
-Learn research skills to determine credibility and reliability of sources.
-Apply Design Principles to projects such as powerpoints, websites, and infographics.

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 1 **Technology Project-Based Skills** -Google Docs -Google Slides -Google Sheets -Google Sites -Infographic Creator -Screencastify -Imovie	Students will be able to… ❖ Proficiently and effectively use Google Software (docs, slides, sites, sheets, etc) ❖ Proficiently and effectively use Piktochart ❖ Proficiently and effectively use video software (screencastify, IMovie)	**8.1.12.C**. Analyze, Synthesise, and Integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. **CC.8.6.11-12** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **CC.8.6.11-12.F**. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.8.6.11-12.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 2 **Historical Thinking** -Historical Content Knowledge -Chronological Thinking -Continuity & Change -Significance -Causation -Perspectives --Facts vs Opinions	Students will be able to… ❖ Analyzing historic facts, concepts, and procedural knowledge ❖ Use evidence-based evaluation when considering information ❖ Think critically, chronologically, and apply causation ❖ Explain the differences between facts and opinions ❖ Seek out multiple perspectives on events/issues.	**5.2.12.B** Examine the causes of conflicts in society and evaluate techniques to address those conflicts **8.1.12.A.** Evaluate patterns of continuity and rates of change over time, applying context of events **8.1.12.B.** Evaluate interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships **CC.8.5.11-12.F.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CC.8.5.11-12.H.** Evaluate an author's premises, claims, and evidence by corroborating...

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 3 **Historical Reading Skills: Primary & Secondary Sources** -Historiography Principles -Primary Sources -Secondary Sources -Sourcing -Contextualization -Corroboration -Close Reading	Students will be able to… ❖ Apply principles of historiography to a source ❖ Understand the difference between primary and secondary sources ❖ Identify the importance and role of both primary and secondary sources ❖ Implement historic thinking skills of sourcing, contextualization, corroboration, and close reading	**CC.8.5.11-12.B**. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. **CC.8.5.11-12.C.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CC.8.5.11-12.E.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **CC.8.5.11-12.I.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 4 **Historical Research Skills** -Inquiry (asking questions) -Locating Sources -Evaluating Sources -Note taking -Analyzing Sources -Citing Sources	Students will be able to… ❖ Locate legitimate resources ❖ Evaluate sources for reliability and credibility ❖ Detect bias, censorship, and propaganda ❖ Effectively collect information ❖ Properly cite sources	**CC.8.5.11-12.A.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CC.8.6.11-12.G**. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CC.8.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **CC.8.5.11-12.H.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CC.8.5.11-12.G.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 5 **Historical Writing** -Thesis Creation -Evidence-Based Arguments -Introductions -Body Organization -Conclusions -Citations & Chicago Style	Students will be able to… ❖ Write a coherent essay ❖ Effectively outline an essay ❖ Create a Thesis Statement ❖ Create a structure introduction paragraph ❖ Use evidence throughout the body to justify thesis ❖ Create a structured conclusion ❖ Cite sources properly based on Chicago Style	**CC.8.6.11-12.A**. Write arguments focused on discipline-specific content. **CC.8.6.11-12.B.*** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **CC.8.6.11-12.C**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.8.6.11-12.D.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.8.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **CC.8.6.11-12.G.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 6 **Presentation Skills & Design Principles** -UDL Principles (proximity, color theory, etc) -Engagement Methods	Students will be able to… ❖ Implement design principles to all projects ❖ Present effectively in various forms	8.1.12.C Analyze, synthesize, and integrate historical data, resting a product that supports and appropriately illustrates inferences and conclusions drawn from research **CC.8.6.11-12.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **15.4.12.G.** Create an advanced digital project using sophisticated design and appropriate software/applications

Units of Study:	Student Objectives:	Standards/Anchors:
UNIT 7 **Public Speaking and Debate** -Public Speaking Principles -Logic 101 -Taxonomy of Fallacies	Students will be able to… ❖ Use public speaking principles ❖ Analyzing different viewpoints on issues ❖ Identify logical fallacies ❖ Create "Steelman" arguments	**CC.8.6.11-12.E**. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.8.6.11-12.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.8.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.SL.11-12.1.A-D** Initiate and participate effectively in a range of collaborative discussions on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
Units of Study: **UNIT 8** **Surveying, Polling, and Data Collection** -Assessment Principles -Poll/Survey Writing and Collection -Data Graph Creation -Data Graph Interpretation	Student Objectives: Students will be able to… ❖ Identify assessment principles ❖ Understand, critique, and create tables of data ❖ Analyze Statistics, polls, and surveys for inaccuracies	Standards/Anchors: **CC.8.6.11-12.B.*** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **CC.8.6.11-12.E**. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **3A.AP.19** Systematically design and develop programs for broad audiences by incorporating feedback from users.

Instructional Plan:

Students are required to bring their notebook with them to class each period. Every class period will begin with a bellringer that relates to previously learned material. Each lesson follows the Gange process of gaining attention, stating today's objective(s), recalling information, presenting new information, guided & independent practice, and assessment. We will use several texts and resources selected. Students will be assessed by various assignments and projects that include essays, powerpoints, formal videos, vodcasts, formal written historic submission, polls/surveys, infographics, website designs, and even mock debates. Students will be assessed through these various projects and assignments.

Student Assistance:

Teachers will be available for additional instruction or tutoring before and/or after school, and 8th period if applicable. Students may utilize teacher websites for accessing various resources. Student may utilize teacher's email address for online contact or through Google Classroom. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor.

Assessments and Evaluation:

Formal and Informal Assessments
- ❖ Notes
- ❖ In Class Readings
- ❖ Primary Source Analysis
- ❖ Secondary Source Analysis
- ❖ Pro/Con Mock Debate
- ❖ Current Events
- ❖ Essays
- ❖ Presentations
- ❖ Website Creation
- ❖ Infographic Creation
- ❖ Survey Collection
- ❖ Video Project

Grading:

Students overall grade will be determined by the following:

Grading Weights:
- ❖ Presentations: 30%
- ❖ Written Assignments: 30%
- ❖ Projects (Website, Poll, Video): 20%
- ❖ Research: 10%
- ❖ Participation & Discussion: 10%

*Assessments and weights are subject to change

Homework/Procedures:

While no formal homework assignments are required for this course, projects and assignments not completed in class must be completed by the designated due dates.

Students will be able to seek help either before or after school if necessary to complete assignments or borrow materials.

Student and Parent Communication:

A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of one parent communication each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards. Students may request to know their grade from the teacher at any time in which the teacher will provide adequate and appropriate turnaround time to the request. Parents and students deserve the right to question or contest any grade with a formal phone call or in person meeting. Resolution and understanding are essential. Parents are welcomed at any time to contact the teacher OR schedule a day in the classroom with the student.

Student Expectations and Classroom Rules of Conduct

Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines.