

**Taipei American School: US History 2022-2023**

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**COURSE OBJECTIVES**

Welcome to US History! This course is designed to provide students with a deeper understanding of the United States’ complicated history. Since we are an American school, it is necessary for you to have a solid understanding of this history and how the U.S. came to occupy its place in the world today.

This course is designed to be collaborative, engaging, and enjoyable with an equally strong emphasis on developing your academic research and writing skills for college success. As such, much of your grade revolves around engaging project-based learning balanced with academic research and writing.

As a survey course, this class approaches U.S. History chronologically with a focus on four key themes [listed below] which will thread throughout each of the course units. Unlike an AP or IB course focused on memorizing specific details, this course focuses more on understanding important themes in US History and culture. Students are expected to engage with the material and learn to ask, and answer, hard questions. This course will cover events starting from the first contact between Native peoples and Europeans to 2016. The tentative course units are as follows:

**Semester I:**

Unit 1 Colonies to States 1600s to 1785

Unit 2 Forming a new nation 1785 to 1840

Unit 3 Division and Reconstruction 1840 to 1890

Unit 4 Gilded Age and the Progressive Movement 1865 to 1912

**Semester II:**

Unit 5 WWI to the Great Depression 1914 to 1932

Unit 6 WWII to the Berlin Wall 1932 to 1961

Unit 7 The Civil Rights Movement & 1960s Protest 1950s to 1970s

Unit 8 Vietnam War to New Millennium 1950s to 2016

**Thematic Approach:**

*The following four themes will be stressed throughout the course:*

1. **American Identity (what it means to be an American; the American dream)**
2. **“We the People”: Democracy (America's domestic policy and politics)**
3. **America's Place in the World (America's foreign policy and politics)**
4. **Democratic Participation (the role of students/children in helping shape America)**

**Textbook:** *America: A Narrative History* (Norton: 2016)

* You will keep one checked-out copy of this textbook at home.
* In the classroom we will not only use another copy of this textbook but several other classroom textbooks as well.

**CLASSROOM EXPECTATIONS**

**Attendance and grading**

**Grading policy**

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| **First Semester**  30% Project Work—3 Engaging & Creative Projects  30% ‘Test Essay’--3 Essays based on your projects  15% Quizzes— Simple Quizzes on Short HW Readings  10% Participation & Other Classwork/Homework  15% ‘Final Exam’ Project- only based on Unit 4 Material | **Second Semester**  20% Project Work—2 Creative Projects on Units 5 & 7  20% ‘Test Essay’--2 Essays on Units 5 & 6  15% Quizzes— Simple Quizzes on Short HW Readings  10% Participation & Other Classwork/Homework  15% ‘Final Exam’ Project- only based on Unit 8 Material  20% Research Paper—both research process & final paper |

Unless there is a ***prior*** agreement with the teacher, all assignments due at the beginning of class on the scheduled due date. An assignment not submitted at this time will be considered a late submission, and will incur a penalty for each school day that the assignment is late. Excuses related to deficiencies in technology are not accepted. Deductions begin from the start of the class when an assignment is due; a minute late is a day late. **Your assignments must be printed, emailed or uploaded BEFORE class. In addition, if you are present in class you must take that day’s quiz or participate in that day’s project unless there is a prior agreement with the teacher.**

**Computer Etiquette:** The use of technology in the classroom is a privilege, not a right. At no point should your computer be used for streaming of videos messaging, social media or emailing—even other teachers—in the middle of class.

**Citations:** Historical writing follows the Chicago Turabian Manual of Style for footnoting, end-noting, and bibliographical citations. Research papers and other assignments as noted throughout the year will be submitted digitally to Turnitin.

**Assessment:** Grades in this class are calculated by point value and will align with the TAS handbook’s grading scale. Work is weighted as such:

**Plagiarism**: Carefully review the school’s official statement on academic dishonesty. Know that plagiarism is a serious offense and will result in severe consequences. Examples of plagiarism include, but are not limited to, consulting tutors for ideas, passing off other students’, regardless of whether they attend T.A.S. or not, work as your own and using quotations by other authors without proper citations. All work that students submit must be exclusively their own unless material is appropriately and accurately cited in Chicago format. All major assignments -**especially all research work, research paper, and essays-** will be submitted to the **Turnitin** program where any instances of plagiarism will be found. Anyone found in the act of plagiarism will be sent to the US office and will receive a penalty on the assignment. *\*\*see your student handbook for the school policy on academic dishonesty\*\**

**Participation**: Participation is a significant portion of students’ final grades. Contributions should reflect careful consideration of texts, be relevant, and add deeper understanding of the significance of the historical event. The combined quality and quantity of comments will be considered in scoring. Students should respect classmates by listening actively and responding with considerate but challenging comments. This score also includes daily factors such as level of engagement, active listening, note-taking, classwork, contribution to group work, attentiveness, and punctuality. Success in this class depends on students’ active engagement with the material each day.

**EXTRA HELP**

I am available during *Flex* and during my lunch in the Social Studies Office for students to receive extra help. In order to make sure you get to see me, please make arrangements to meet with me in case other students need help. A student who schedules ahead will be seen before one who arrives unannounced. I am also available by **scheduled** appointment after school. Students are ***highly*** encouraged to be proactive about their progress in my class. It is certainly my pleasure to help make the school year productive and enjoyable!