

MYP US History 10 Syllabus – Roosevelt High School 2019-2020

Teachers: Kristin Knudson and
Mark Rugnetta

COURSE DESCRIPTION:

MYP United States History 10 seeks to inspire, debate, cooperate, and reason through critical thinking, analysis and synthesis of history as a group. Knowing and Understanding, Investigating, Communicating, and Thinking Critically are the four criteria used to assess student growth.

COURSE OBJECTIVES:

1. Promote and inspire understanding of history as a discipline
2. Master a broad body of knowledge and demonstrate an understanding of historical chronology
3. Use historical data to support an argument or position
4. Differentiate between various schools of historical thought
5. Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
6. Effectively use analytical skills of evaluation and the 5 Habits of Historical Thinking.
7. Work effectively with others to solve problems and be at peace with ambiguity.
8. Encourage sharing of diverse ideas from multiple perspectives and the possibility that the opposite might also be true.

IB learner profiles. The aim of all IB programs is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled
Open-Minded, Caring, Risk-Takers, Balanced, Reflective

Homework – Homework is designed to support classroom learning. Continuing classwork beyond school gives students opportunities to practice what they have learned in the classroom. Students should set aside time each night to thoughtfully complete assigned homework. Homework load varies depending on the unit requirements and needs of individual classrooms. In addition, students are responsible for studying daily for assessments and quizzes/tests beyond school hours.

Teacher Expectations – Students will receive meaningful and timely feedback on assignments to help students gauge their progress and growth in the class. Students will receive clear expectations for each task assigned in class. Mr. Rugnetta will address any questions students have regarding any work given for the course, will keep students informed of their grades and assignments, will work with parents, support networks, school staff, and students to ensure that students receive the highest level of education available to them.

Materials – Students need to come to class with a pen/pencil, notebook, folder and any materials given to the students to prepare for an upcoming lesson, unit, or project. These may include readings, written assignments, or information gathered outside of class.

Ethical Practice- Academic Honesty

Students engaged in academic dishonesty will be penalized on the assignment, may be given the opportunity to resubmit the assignment for credit, and they will be reported to their dean for disciplinary action and Administration if applicable.

Academic Dishonesty includes, but is not limited to:

- cheating on assignments or tests
- plagiarizing (misrepresenting as one's own anything done by another)
- submitting the same or substantially similar papers or creative work for more than one course without consent of all instructors concerned.
- depriving another of necessary course materials
- sabotaging another's work
- colluding to support malpractice by another student
- To avoid plagiarism, words and ideas used to support one's argument MUST be acknowledged in all journals, papers and presentations.

In our class, you are required to consistently use MLA or the Chicago citation style. Passages that are quoted verbatim must be enclosed within quotation marks and the author must be acknowledged. Electronic media (websites, etc.) must be treated the same way as books and journals, and the sources of all photographs, maps, illustrations, etc. must also be acknowledged if not your own work.

Curriculum

Quarter 1

Unit 1 Three Worlds Converge

Unit 2 Revolution: Experiments in Self-Government Expansion and Incursion

Quarter 2

Unit 3 Expansion and Incursion

Unit 4 Crisis and Reform

Unit 5 Industrial Revolution/Immigration/Reconstruction

Quarter 3

Unit 6 Progressive Era/Imperialism/The Great War

Unit 7 1920's Culture the Great Depression and New Deal

Quarter 4

Unit 8 The Cold War

Unit 9 Race, Rights, and Rebellion

Please let me know at any time if you have questions, comments, concerns, or if there is anything I can do to better support your student.

We are looking forward to a wonderful year!

Kristin Knudson

Kristin.Knudson@mpls.k12.mn.us

Mark Rugnetta

Mark.Rugnetta@mpls.k12.mn.us