

U.S. History Syllabus

2020-2021

Mrs. Brittany Brinker | she/ her/ hers

bbrinker@paparts.net | Room 4 | 3rd Period Prep

<i>Class Schedule</i>
All 8 th Class Code: szhamq3
2 nd Period: 9:00 – 9:54 AM
5 th Period: 12:24 – 1:22 PM
6 th Period: 1:26 – 2:20 PM

<i>Zoom Information</i>	
Meeting ID	Passcode
939 1721 9114	3J6mHu
949 0726 5359	fxVG39
951 9334 4481	4JQxhh

Flexibility is the key to stability.

I. Who?

Brittany Brinker is the instructor of record for Early U.S. History. Mrs. Brinker moved to Albuquerque in 2018 after spending most of her life in the Seattle area. Teaching is an adventure, and it has taken Mrs. Brinker to three different states: South Carolina, Washington and New Mexico! Mrs. Brinker has a B.A. in International Studies from the University of Washington, and an M.Ed. in Instructional Accommodations from Francis Marion University. History is her first love, and she's so excited to be able to share that love with students every day! Mrs. Brinker was named the New Mexico state Outstanding Teacher of American History last year.

In her spare time, Mrs. Brinker enjoys volunteering with the Daughters of the American Revolution. She's an active member and holds positions at the local and state levels. Mrs. Brinker is married to Mr. Brinker; they have an infant daughter named Ada and a dog named Biscuit.

Getting (and Staying) in Touch

The best way to reach Mrs. Brinker is through **email**. This is also the best way to schedule a meeting or phone call, if you would like to have a longer conversation. During online learning, Mrs. Brinker works Monday- Friday, 7:30 AM – 4 PM. Please email any urgent requests before 3:30 PM, to give Mrs. Brinker time to respond. If you email after 4 PM, Mrs. Brinker will respond within 24 hours or the next school day.

If something major is happening in your family, please do not hesitate to reach out. A big dance recital or a major illness in the family (for example) can manifest in your child's behavior and performance at school. Open communication helps me support your student.

II. What?

Through a variety of media, 8th grade students examine the people, places, events and inventions that shaped U.S. history from early inhabitation (pre-1492) through Reconstruction (c. 1870). Students will be expected to craft arguments in oral debates and in writing, participate in simulations and debriefs, read and annotate a variety of texts, and participate as a member of a team in cumulative projects.

The course is aligned with the applicable NM State Standards and Benchmarks for 8th grade Social Studies and the National Common Core Standards with an emphasis on the New Mexico Blueprint Standards for the EOC at the end of the year.

Main Texts:

- *American History: Beginnings through Reconstruction*, Pearson 2016.
- Zinn, Howard. *A Young People's History of the United States*, Seven Stories Press 2009.
- Additional resources, such as episodes from *Liberty's Kids (PBS)* and *Rediscovering Columbus (Bigelow)*, as deemed relevant and appropriate to course instruction

Proposed Units of Study

Please note that all time frames are estimates as this class will be modified at teacher discretion to meet both student needs and grade-level standards. Modifications may be made due to time constraints, health and safety concerns, class interests and/ or other unforeseen circumstances.

Please contact Mrs. Brinker directly if you have specific questions or concerns about the scope and sequence of this course at any time.

<u><i>Major Units in U.S. History</i></u>	
Quarter 1	Topics: <ul style="list-style-type: none">A. First Days of School (Mappy Map project)B. Before 1492...C. The People v. Columbus (c. 1492) By the end of 1st Quarter I will be able to: <ul style="list-style-type: none">• Write and present an argument based on historical documents• Apply knowledge of the 5 Themes of Geography to describe how natural resources impact the lives of people in different regions of North America
Quarter 2	Topics: <ul style="list-style-type: none">D. Exploration and Colonization (1493-1607)E. 13 Colonies and Enlightenment Thought (1607-1760)

	<p>F. Declaration Debate (1760-1776)</p> <p>By the end of 2nd Quarter I will be able to:</p> <ul style="list-style-type: none"> • Make connections between multiple primary and/ or secondary sources to develop a coherent argument • Compare and contrast different viewpoints using specific evidence • Write a 5-paragraph letter from the point of view of a historical person
Semester 1	<p>❖ 1st Semester Exam – <i>emphasis on the standards from the NM Blueprint (please see PED website.)</i></p>
Quarter 3	<p>Topics:</p> <p>G. American Revolution (1776-1784) H. Founding Documents and the Federalist Era (1784-1812) I. Attempts at Utopia (1812-1828) J. Destiny and Displacement (1828-1850)</p> <p>By the end of 3rd Quarter I will be able to:</p> <ul style="list-style-type: none"> • Make clear connections between simulation and historical events • Defend an argument describing trends in the treatment of minority and majority groups in America over time
Quarter 4	<p>Topics:</p> <p><i>Finish</i> Destiny and Displacement (1828-1850) <i>then...</i> K. A Dividing Nation (1850-1860) L. The Civil War (1850-1860) M. The Failed Promise of Reconstruction (1865-1880)</p> <p>By the end of the school year, I will be able to:</p> <ul style="list-style-type: none"> • Deliver a compelling argument orally and in writing • Draw on multiple sources to select strong evidence to support an argument • Present well-cited, original research to a group of peers on a historical topic
Semester 2 (Final Exam)	<p>❖ 2nd Semester Exam – EOC or similar exam with emphasis on the standards from the NM Blueprint (please see PED website).</p>

III. When?

In accordance with current guidance from the New Mexico Public Education Department, State of New Mexico, and school administration, all students will attend online classes. **If the situation changes to allow for blended or all in person schooling addendums addressing policy changes and their impact for this class will be provided to students.** Currently, all students should expect to check in to their assigned class at the assigned time each day. It will be a very rare day that students are on a call the entire “period”, but students should expect to check in with their teacher on a routine basis. The weekly schedule and agenda will be announced and published on Google Classroom before 8 AM every Monday (or the first day of the week).

PAPA BELL SCHEDULE FOR ONLINE LEARNING

1 ST PERIOD	8:00 - 8:54 AM
2 ND PERIOD	9:00 – 9:54 AM
3 RD PERIOD	10:00 – 10:54 AM
4 TH PERIOD	11: 00 – 11: 54 AM
(LUNCH)	11:54 AM – 12:24 PM
5 TH PERIOD	12:24 - 1:22 PM
6 TH PERIOD	1:26 – 2:20 PM
7 TH PERIOD	2:24 – 3: 18 PM

Classes start and end promptly. Expect to log on to your class a few minutes before it starts. Late log ins (more than three minutes late) will count as an unexcused tardy. Students who log in fifteen or more minutes after the start of class will be marked as absent (unexcused). Time is marked using Mrs. Brinker’s computer using Mountain Time. If a student needs to log into class late or miss a session, they should notify Mrs. Brinker in writing and in advance, if possible. **If a student’s internet goes out, the policy still applies** (this is the same as if your family car wouldn’t start in the morning). Please let Mrs. Brinker know if this is a frequent or reoccurring problem for your family, so that arrangements can be made. Mrs. Brinker is happy to work with students who advocate and communicate!

IV. Where?

When in-person classes resume, our class will meet in room 4 (Mr. Taylor’s old room). If the meeting location changes, students will be notified in advance both verbally and in writing.

While our class meets online, Google Classroom, Zoom and FlipGrid will be our main “meeting” locations. All of 8th grade has the same Google Classroom code, but each period has their own Zoom and FlipGrid information. **Here’s the rationale:** all 8th grade should be doing the same assignments at (nearly) the same time, so having the same Google Classroom allows all 8th graders to see, comment on, and complete work in one place. Having many students does not really impact the amount of “chatter” on the feed. However, having many students does greatly impact the amount of “chatter” on a FlipGrid feed. So, each class period has their own grid to cut

down on the quantity of information. **Students are encouraged to review their notification settings and turn off those settings they do not need to reduce visual clutter.** Finally, each class has their own Zoom meeting because they meet at different times.

If the situation changes to allow for blended or all in person schooling addendums addressing policy changes and their impact for this class will be provided to students.

Please follow tech etiquette: students should have a private, quiet place to hold calls so that they can be seen and heard by their classmates. Please avoid Zoom calls in the living room, kitchen or other shared space, if possible. Mute your video if moving or eating. Use the chat for quick, on topic questions. Practice “puppy care” before all calls:

- grab a quick snack, if you need
- refill your water glass
- use the restroom
- get outside or take a movement break
- gather all needed materials within arm’s reach, so that you can stay in one place

If you need to do any of these things during the call, write something like “Puppy care: stepping out” or “puppy care: I’m still here” in the chat box, so that the class knows where you went (and Mrs. Brinker knows not to call on you). Please return promptly, if you step out.

V. Why?

We study history because we care about other people and their stories. In order to learn about others, we need to work collaboratively, read critically, write coherently and discuss constantly.

The objective of this course is to provide students with the skills, background and context they need to engage in historical practices. Emphasis will be placed on developing future citizens of character, as well as reading, speaking, listening and research skills.

VI. How?

Behavioral Expectations and Classroom Rules

1. **Grace:** Assume the best of everyone in our classroom, including yourself. Act as a citizen of character. Treat others, our space, and materials properly and with respect. With online communication, it is especially important to remember that your intent may not match your impact.
2. **Courtesy:** If you’re unsure, ask. In our class, mistakes are expected, inspected, and respected. This classroom is a safe space. Asking questions shows you are curious, respectful and engaged in learning. Consider your intent and impact when speaking; and apologize when you make a mistake. **Hatefulness of any kind will not be tolerated.**

3. **Trust:** In this class, we work together. Collaborating with me, your peers, and others in this school challenges you to practice patience, communicate, and keep an open mind. Trust that we are all working together, as much as we can, to the best of our individual abilities.

Teaching style

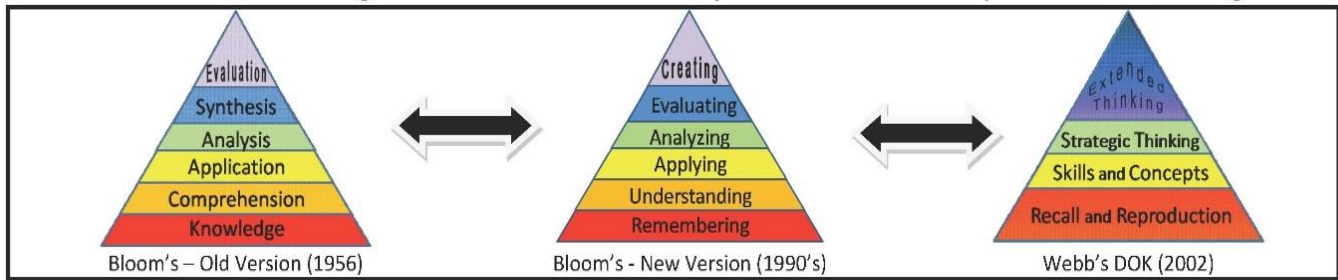
To the extent safe and physically possible, Mrs. Brinker will provide students options and opportunities to engage with the material using multiple activities and strategies aligned with their preferred learning styles:

- ❖ Visual (spatial): pictures, images, and spatial understanding
- ❖ Verbal (linguistic): using words, both in speech and writing
- ❖ Physical (kinesthetic) Aural [auditory-musical]: learning through sound, rhythm and music
- ❖ Kinesthetic: using your body, hands and sense of touch
- ❖ Logical (mathematical): logic, reasoning and systems knowledge
- ❖ Social (interpersonal): learning in groups or with other people
- ❖ Solitary (intrapersonal): working alone and self-study

Students should understand that while we each have our own strengths and preferences all students should practice learning in as many ways as possible to use different skills and areas of the brain. Students will be given the greatest amount of choice to the extent feasible, but preferences do not preclude students from active, professional and rigorous engagement with the material and/ or classmates.

Units of study are prepared applying Webb's Depth of Knowledge and Bloom's Taxonomy with the goal of students becoming critical thinkers using creativity, technology, innovation and cooperation through increasingly complex projects over the unit and school year.

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge <i>Recall appropriate information.</i>	Remembering
Comprehension <i>Grasp the meaning of material.</i>	Understanding
Application <i>Use learned material in new and concrete situations.</i>	Applying
Analysis <i>Break down material into component parts so that its organizational structure may be understood.</i>	Analyzing
Synthesis <i>Put parts together to form a new whole.</i>	Evaluating
Evaluation <i>Judge value of material for a given purpose.</i>	Creating (Previously Synthesis) <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs
<i>*Some verbs could be classified at different levels depending on application.</i>
Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i>
arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why
Skill/Concept <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i>
apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues
Strategic Thinking <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i>
apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems
Extended Thinking <i>Correlates to Bloom's 2 Highest Levels</i> <i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i>
analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008

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That's a bit abstract. So, here's an example of what one unit might look like:

Portion of Unit	Activity Description	Bloom's (Revised) Verb	Webb's Depth of Knowledge
1. Preview	Examine a political cartoon. What do you see? What do those items represent? What could the artist be trying to say?	Recall, Use, Apply	DOK 1: Recall and reproduce
2. Participate	Play Revolutionary War Capture the Flag with your class.	Recall, Use, Apply	DOK 1: Recall and reproduce
3. Practice	Based on class guided notes, write a summary of what happened in the simulation and how it is like historical events.	Use, Apply, Analyze	DOK 2: Skill or Concept
4. Process	Draw a historical person's biography from a hat. Based on the information, write a letter to the editor about your perspective on the Battle of Saratoga: who do you think will win the war? Who do you think <i>should</i> win the war? Are they the same or different? Why?	Apply, Analyze, Create, Evaluate	DOK 4: Extended Thinking
5. Perform	Formal exam with a combination of multiple choice, multiple answer and essay questions	MC: Recall, Use, Apply MA: Recall, Use, Apply, Analyze Essay: Apply, Analyze, Create	MC: DOK 1 MA: DOK 1 Essay: DOK 3

Be consistent in your goals and flexible in your methods.

VII. Grading and Assessment

Weights and Measures

This course follows the standard PAPA grading scale (A-F with +/- options) and notification policies. Students should expect to be given timely feedback in order to monitor their own progress. The chart below lists the **minimum** commitment Mrs. Brinker makes to you as your instructor for how often she will communicate with families. When in doubt, Mrs. Brinker strives to err on the side of more communication, not less.

Students will primarily be assessed based on project, tests, quizzes, and other “performance” assessments. As your instructor, Mrs. Brinker will also gather data through observation, talking with you about your learning, and your written responses on homework. Students should expect to work for the whole period, every day that class is in session (even if not on a video call at the time). It is important to attend class so that you can learn from others and expand your own knowledge base. The grade weights are listed in the table below.

PAPA GRADING SCALE

100% -90% = A	
89.99- 80% = B	
79.99% - 70%= C	
69.99% - 60% = D	Families can expect an email when a student’s grade drops below 70%.
59. 99% - 0% = F	Families can expect <i>a second email</i> when a student’s grade drops below 60%.

It is critical that you turn your work in on time, every time, so that I can respond quickly to confusion or gaps in learning you may have.

Your learning is important. Be prompt. Be prepared. Be present.

Just a note to say...

As a teacher, I have noticed that the way I think of a grade is a bit different than many students and families. **Your grade is a numerical answer to the question: “To what extent has the student demonstrated competency towards the objective of this lesson?”** To state it another way, your grade how much of the time you understand and can do what I ask. My expectation is that 100% of students should demonstrate competency (80%+ grade) 80% of the time; it’s OK to have questions and have to try again. **Your grade is NOT a measure of how smart you are, how good of a person you are, or how much you are worth to the world.** Your grade is like your temperature, a measure of where you are at the moment, not a measure of your worth.

You are more than a number!

CATEGORY	PERCENTAGE WEIGHT	MIGHT LOOK LIKE...
ATTENDANCE/ PARTICIPATION	10%	Posting to online discussion boards; my observations of your in-class behavior, performance; participation in whole class simulations
CLASSWORK/ HOMEWORK	40%	Guided notes; participation and preparation for in class discussion; team project “check-ins”
TESTS	50%	Formal End of Course Exams; interim unit tests and quizzes; group presentations; individual portfolios

Classwork, Homework and Late Work

Students should expect to work the entire period they are assigned to this class (or the equivalent amount of time spread over the day). Instead of traditional “classwork” and “homework”, student goals for the day will be posted in the weekly agenda. Students must meet their daily benchmark before stopping for the day, but if they finish early, the time is their own.

If your student works consistently for more than 60 minutes and is still stuck, please have them STOP and email me. Learning to manage time is a skill that takes practice. This email should come from the student, not the parent, as this helps students take responsibility for their own learning.

Work is due by the date assigned. Please turn in work according to the assignment description. Correct, on-time work turned in to the wrong assignment will not be counted as turned in. Missing work will receive a zero until work is turned in. Revisions are available on non-test assignments whose original grade is 80% or below; revisions allow you to earn back up to half

the points you missed. (So, if the original grade was 75%, you could earn a maximum of $[100-75]/2 = 12.5$ points on revisions.) Work is counted as late when it is turned in after the deadline. Late work is docked 10% a day-- every day, including weekends during online learning-- down to 50%. Late, missing and revised work is accepted for the unit up until the time you take the unit test. Once you take the unit test, that unit is “closed” for grading.

Late work makes everyone sad. Instead of turning in late work, students can:

- Ask for an extension in writing by 3:30 PM the day an item is due. (So, if the assignment is due by 11:59 on Friday, the email must be sent before 3:30 PM on Friday.) Students will receive an email confirming or denying (very rare) the extension.
- Turn in what they have, and revise work to gain back missing points. Present over perfect, y’all!
- Make individual arrangements with Mrs. Brinker on an as-needed, case-specific basis (e.g. if the student goes back and forth two houses, but only one home has reliable wi-fi). Mrs. Brinker is willing to work with students who advocate and communicate!

I commit to giving at least two grades a week, so that students can monitor their progress. I do my best to grade most assignments within a calendar week of turn in. Longer assignments (like papers) will have a longer turn-around time. If you are curious about the status of your grade on a specific assignment, please give me a week, then email me.

Attendance

Students are expected to arrive to class on time, with materials, every school day. Students who will be absent or tardy should notify the office according to school procedures outlined in the handbook.

Students are responsible for communicating about work they may have missed and complete the work in a timely fashion. Due dates will be shifted according to school policy for excused absences. Unexcused absences or tardies will not merit an extension.

Here’s the blurb from the “when” section, if you need a reminder:

Classes start and end promptly. Expect to log on to your class about five minutes before it starts. Late log ins (more than three minutes late) will count as an unexcused tardy. Students who log in fifteen or more minutes after the start of class will be marked as absent (unexcused). Time is marked using Mrs. Brinker’s computer using Mountain Time. If a student needs to log into class late or miss a session, they should notify Mrs. Brinker in writing and in advance, if possible. **If a student’s internet goes out, the policy still applies** (this is the same as if your family car wouldn’t start in the morning). Please let Mrs. Brinker know if this is a frequent or reoccurring problem for your family, so that arrangements can be made. Mrs. Brinker is happy to work with students who advocate and communicate!

Excessive absences and tardies may result in a discipline referral, note home and/ or family meeting according to school policy and teacher discretion about learning loss.

Supply List:

[Here is a link to my Amazon school supply list](#); I do not endorse any of these products, they are just examples for you to use and purchase if you desire:

https://www.amazon.com/hz/wishlist/ls/ZJSNX8LTTSS8/ref=nav_wishlist_lists_3?encoding=UTF8&type=wishlist . Here is the link to the all school supply list, so that you can filter according to your teachers: <https://www.paparts.org/2020-2021-update-2/> .

A note about notebooks: please, please, please CHECK THE FRONT COVER BEFORE YOU BUY. Please bring either blank, dotted or grid notebooks...NOT LINED PAGES. We use pages in both landscape and portrait position, so lined pages are really frustrating for students to use. You can find gridded books on the shelf next to the lined composition books at Smith's. Please do not bring books that have already been written in or have a wire binding (like a spiral notebook or planner). This is one item that I would ask you to buy new for the year.

Understanding that school supplies can be a major expense, please:

- Reuse materials from other classes (i.e. a shared pencil pouch) and prior years (i.e. scissors from 5th grade) as much as is possible, safe and healthy!
- Bring all materials the first week of school.
- ***If there is a financial hardship, please let me know.*** I will not judge or embarrass you, but I might have some extras that could appear next to your backpack in a convenient bag. 😊

Purchased?	Item	Quantity	Brand	Notes
	Quad-ruled, unlined or dotted composition book	2 (get 3 if your handwriting is large)	Any, as long as it is quad-ruled, gridded or dotted (and not lined).	This is for in-person & blended learning. They are optional for full online learning.
	Pencil Pouch	1	Any	Not your pocket!
	NM Post Card with stamp	1	Any	Standard size, for our postcard exchange. Check near the magazines.
	Glue stick	2 (more if you lose them)	Any	For health reasons, please bring your own.
	Scissors	1	Any	For health reasons, please bring your own.
	Black ink pens	1 pack	Any (Bic, InkJoy, Frexxion...)	Pencil is not permitted on final projects. Ink pens (of any brand) will be needed to finalize work. Please do not buy sharpies for this purpose.
	#2 Pencil	As needed	Any	All students MUST have standard #2 pencil for

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				scantrons. May use erasable pen or mechanical pencil for daily work, if preferred.
	Headphones with mic	1	Any	Required for full online classes; optional for blended or in-person classes
	Colored Pencils or Crayons	One pack of 8-12 colors	Any	You'll need something to add color without bleeding through the paper. Erasable options are great for students who are worried about "messing up" their work.

Optional (but handy) Items to have in your workspace at home:

- 3"x3" sticky notes in various colors
- 3"x5" index cards (blank on the front and lined on the back seem most useful)
- Plain printer paper for drawing
- Colored paper (i.e. construction paper, scrapbook paper that's lying around)
- Paper clips
- String
- Staples and stapler
- Clear tape (like what you use to wrap presents, not packing tape)
- Removable tape (i.e. painter's tape, masking tape, washi tape...for when you're planning a poster and the cat walks in)
- A straight edge (e.g. ruler, yard stick)
- A "round" edge (e.g. a compass, paper cup, but NOT Grandma's antique tea saucers!)
- Plastic zippy bags or mailing envelopes

VIII. Syllabus Quiz

Please complete the T/F quiz below to prove that you have read the syllabus. Instead of marking “true” or “false”, please initial true statements. If the statement is false, please correct it, then initial it. Once all statements are correct and initialed, please discuss with your parent/ guardian and sign.

- _____ 1. Mrs. Brinker is my Health teacher.
- _____ 2. Attendance is a grade in this class. I am expected to be prompt, prepared and present with all materials at the scheduled start of class (including video meetings).
- _____ 3. In this class, we will learn about Early U.S. History.
- _____ 4. The three rules of the class are to act with grace, courtesy and respect.
- _____ 5. I can turn in missing and revised work up until I take the Semester Final Exam.
- _____ 6. Since I learn best by doing, I don't have to read or write for this class.
- _____ 7. Performance items (like tests, portfolios and presentations) are 50% of my grade.
- _____ 8. Mrs. Brinker wants to know if something is going on at home, so she can support me at school.
- _____ 9. The Google Classroom code for this class is ABC123.
- _____ 10. If I know I cannot get work in by a deadline, it is better to turn it in late (rather than asking for an extension), because Mrs. Brinker will think I'm irresponsible for asking.

Student Full Name (Please print or type)

Pronouns/ Preferred Other Name

Student Signature

Date

Parent/ Guardian Signature

Date