



U.S. History 3 (EBG)

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: *The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

Course Description: This course investigates the history of the United States from World War II to the present. Students will be able to identify significant people and events. Cause-and-effect understanding of historical moments is emphasized. Students will analyze primary and secondary documents that have shaped America's recent era.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination i.e. some movie worksheets, notes, vocab, and formative assessments

Assessment (Evidence) may be collected on quizzes, labs, learning checks, tests, essays, performances, and projects.

Proficiency Scale

4	3	2	1
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Course Skills:

1. **Evaluating Sources**
 - a. I can gather and evaluate sources
2. **Argumentation**
 - a. I can identify arguments
 - b. I can support and defend arguments
3. **Historical Comprehension**
 - a. I can demonstrate social studies comprehension.

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re-perform in any skill that has not yet met proficiency.

A	B	C	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

- Will determine grades based on student learning and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

- United States History Textbook (Pearson)
- YouTube
- EdPuzzle
- Stanford History Education Group
- Kahoot!
- Blooket
- Khan Academy
- Women & the American Story
- DocsTeach
- Canvas (Learning Management System)

Essential Questions

- Was World War II inevitable?
- How did the United States contribute to the Allied victory in World War II?
- Was containment an effective policy to thwart communist expansion?
- Did American presidents have good reasons to fight a war in Vietnam?
- Is violence or non-violence the most effective means to achieve social change?
- Was containment an effective policy to thwart communist expansion during the Cold War?
Or: Would an expansion of the Marshall Plan to other regions of the world have been a better strategy to stem the spread of communism?
- Has the United States realized the ideals presented in Martin Luther King Jr.'s "I Have A Dream" speech?
- Should a president be permitted to conduct covert foreign policy?
- Did the policies of the Reagan administration strengthen or weaken the United States?
- Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War?
- Should human rights and morality be the cornerstones of United States foreign policy?
- Are peace and stability in the Middle East vital to the United States' economy and national security?
- Should Americans be optimistic about the future?
- Should the president possess broad presidential war powers to ensure the safety and security of the people and interests of the United State even at the expense of public knowledge?

Essential Learning Intentions

- K-12.H.1 - Students will analyze how major events are chronologically connected and evaluate their impact on one another.
- K-12.H.2 - Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.
- K-12.H.3 - Students will analyze and evaluate historical events from multiple perspectives.
- K-12.H.4 - Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.
- K-12.H.5 - Students will develop historical research skills.

Course Calendar/Pacing:

Unit 1: World War II 4-5 weeks	Unit 2: Cold War 2-3 weeks	Unit 3: Civil Rights 2-3 weeks
Unit 4: Vietnam and the CounterCulture 2-3 weeks	Unit 5: Modern America 3 weeks	Exact week pacing may be altered due to projects or unexpected events*