



GENERAL DESCRIPTION

United States History will discuss the ideas, events, and peoples of the North America from the stages of European Exploration to Present day. We will learn history from all three levels of the Trivium: grammar, logic, and rhetoric. Student are expected to learn historical facts (Grammar), comprehend how those facts fit together into narratives, themes, cause/effect sequences, and the like (Logic), and articulate thoughtful opinions as they engage in the narrative of U.S. History.

- Grammar Assignments will be drawn from Tutor Provided Notes and/or readings of the “*Essentials: United States History*” series over various aspects and eras of U.S. History.
- Logic Assignments will be drawn from these assignments in tandem with source material readings (pre-revolution pamphlets, founding documents, presidential speeches, Supreme Court decisions, and other key speeches and government documents.
- Rhetoric Assignments will consist in assignments that encourage deep reflection and thoughtful opinions through essays that grapple with the issues of each era.

The tutor will provide historical material, set the pace, establish a framework that fosters a healthy discussion environment creating assignments, and provide timely feedback through grades.

COURSE OBJECTIVES

The United States History seeks three student outcomes.

1. Equip Students with a working knowledge of key facts and terms from American History 1492-Present, so that they can understand the origins, developments, outcomes of various themes and movements (including current directions) in our national narrative.
2. Train students to apply and develop their critical reading and logic skills to grasp historical issues, examine the leading presuppositions, follow their arguments, and listen to the voices of our forefathers with understanding, while evaluating and weighing the available options and the likely outcomes that could have been or were produced.
3. Foster a genuine love for America that neither excuses her faults; nor deifies her accomplishments, but always seeks to promote her best soberly and responsibly.

REQUIRED READING

PRIMARY SOURCE READINGS

- *Columbus’s Log of his First Voyage, 1492* (excerpts) (Columbus)
- *Mayflower Compact*
- *A Model of Christian Charity* (Winthrop)
- *Sermon on the Unlimited Submission to the Governing Authorities* (Mayhew)
- *Give Me Liberty or Give Me Death!* (Henry)
- *Common Sense* (excerpts) (Paine)

- *Declaration of Independence* (Jefferson)
- *The Crisis No. 1 (excerpts)* (Paine)
- *The Northwest Ordinance (excerpts)*
- *United States Constitution (Preamble, Articles I-VII, & Bill of Rights)* (Founding Fathers)
- *Washington's Farewell Address (excerpts)* (Washington)
- *50th Anniversary Speech of the Declaration (excerpts)* (John Quincy Adams)
- *Democracy in America (excerpts)* (Alexis De Tocqueville)
- *Address to Young Men's Lyceum* (Lincoln)
- *What to the Slave, is the 4th of July (excerpts)* (Douglass)
- *House Divided Speech* (Lincoln)
- *Declaration of Secession* (South Carolina Convention)
- *The Confederate States Constitution (excerpts)*
- *The First Inaugural Address* (Lincoln)
- *Lincoln's 1862 State of the Union (excerpts)* (Lincoln)
- *The Emancipation Proclamation* (Lincoln)
- *The Gettysburg Address* (Lincoln)
- *The Second Inaugural Address* (Lincoln)
- *13, 14th, 15th Constitutional Amendments*
- *The New Colossus* (Lazarus)
- *Plessy v. Ferguson* (Majority Opinion, Justice Harlan Dissent)
- *McKinley's Reasons for the Philippine War* (McKinley)
- *March of the Flag* (Beveridge)
- *The White Man's Burden* (Kipling)
- *What is Progress? (excerpts)* (Wilson)
- *150th Anniversary Speech of the Declaration* (Coolidge)
- *Common Wealth Club of San Francisco Address* (F.D. Roosevelt)
- *The Source of Soviet Conduct (parts 2, 4)* (Kennan)
- *Truman's Address to Congress (excerpts)* (Truman)
- *Letter from a Birmingham Jail* (Dr. King, Jr.)
- *I Have a Dream* (Dr. King, Jr.)
- *We Were Young And Soldiers (excerpts)* (Moore)
- *Speeches of Ronald Reagan (excerpts)* (Reagan)
- *Obergefell v. Hodges* (Kennedy's Opinion, Roberts'/Scalia's Dissents)

SECONDARY READINGS AND MATERIALS

- *The Light and the Glory (chapters 4-5 only)*
- *Essentials in United States History Series -or- Class Review Notes (Various Authors / Brandon Shuman)*
- *The Killer Angels* (Shaara)
- *John Adams (Miniseries episodes 1 and 2)* (Hooper)
- *Amistad* (Spielberg)
- *Lincoln* (Spielberg)
- *Saving Private Ryan* (Spielberg)
- *Boycott* (Johnson)
- *Inside 9/11 (pt 1)* (National Geographic)

GRADING

Project - 40%

Project Grades will consist of the following assignments: Reading Quizzes and Reflective Paragraphs over Notes; Reading Questions over Essentials Readings; Short Answer and Reflection Questions over Source Documents; and “Something Interesting”s - short independent research and presentation assignments that are era specific.

Project Grades are Revisable. Retakes for Reading Quizzes will be required at the Tutor’s discretion.

Students will be given one homework pass to excuse one project assignment per semester.

Tests and Major Assignments - 30%

Students must take six of seven era specific tests plus a Test over Jeff Shaara’s book, *The Killer Angels*. If a student opts to drop the seventh test, he/she must turn in a Golden Ticket to excuse it. Tests will have two components: a Grammar-Logic component that measures the students understanding of objective historical data and their relationship to other facts; a Rhetoric component that requires students to articulate a thoughtful, informed summary and/or opinion of various themes or issues that developed during that era of history. Some essays will require a student to consider both sides or alternative perspectives.

Contribution - 30%

Contribution Grades will be given daily and scored on a scale of 0-10. Students will be graded on how well they contribute to class discussion. (i.e. are they engaged in the class conversation?, are their comments additive or distracting?) Being on time, prepared, and respectful to classmates and the tutor are prerequisites for getting a good Contribution Grade. Additional Grammar Quizzes will be administered from time to time as Contribution Grades to measure how well the student knows the basic facts of the day’s discussion. Daily Contribution Grades are not revisable.

REVISION POLICY

- All non-contribution assignments can be revised unless otherwise stated.
- Revisions completed correctly and submitted by the revision deadline will result in an additional 70% of deducted points being added to the original score.
- Unless otherwise noted, revisions are due 2 weeks from the original due date of the assignment.

AMERICAN HISTORY TRIP

The class culminates on the American History Trip which takes place in May, soon after the school year ends. The trip is a continuation of learning and is designed to enhance the framework of knowledge which the students have gained through the American History course. Trip details, eligibility, costs, and itinerary are introduced in a special meeting with parents and students scheduled the night of orientation.

SUMMER PREPARATION

Killer Angels: All students will be required to read *Killer Angels* by Michael Shaara, a historical novel about the Battle of Gettysburg. Students may pick this book up from the library and read it at any time. It is strongly recommended to read the book and take the quiz during the summer before class begins. **Any student who reads this book and takes the quiz by the first week of school will receive a 10-point bonus.**

MOVIE NIGHTS

Throughout the school year there will be approximately 6 movie nights that are required.

TURN IT IN SYSTEM

Turnitin is an internet-based service and tool that promotes academic integrity and original thought from students. Turnitin screens for similarity (plagiarism) and detects unauthorized A.I. usage in writing.

To better ensure academic integrity and original thought, tutors may ask students to either submit their classwork through Turnitin directly or to email them a digital copy of their classwork, for the tutor to upload through Turnitin screenings.

Tutors may use the feedback Turnitin provides to help them make a more-informed determination about the integrity and originality of the students' work.

MCA Schoolwide Policies

MCA ATTENDANCE POLICY

Absence: Parents must inform the school if their student will be absent for any reason. Call the Front Office or email upperschoolnurse@mcaknights.org prior to the absence or on the morning of the absence. If a student is absent without prior notification by a parent, the school will call the parent to determine the validity of the absence. Call the office, 432-694-0995, or email upperschoolnurse@mcaknights.org.

In the event an Upper School student is absent for more than one-fourth (1/4) of the class sessions during a semester, the student's parents must meet with the tutor and Head Administrator to determine whether the student will receive credit for the class. Additional and/or make-up work may be required.

Tardy Policy: Tardies will be marked at the discretion of the individual tutors. Students or parents should contact the individual tutors to report reasons for tardies as soon as possible.

Missed Assignment Due Date Guidelines: In the event of an absence, a due date extension will be given. The extension will not exceed the number of school days missed during the absence. Due dates will be established by the class tutor. Students must complete all work assigned during their absence. However, the tutors may, at their discretion, excuse the students from any portion of the assignments missed. Students will receive full credit for submitting assigned work. Note: It is the **student's responsibility** to find out what work was assigned. In the case of extended illness, it is recommended that the student or parents contact the tutors directly to find out what assignments were or will be missed.

MCA HONESTY POLICY

All students are assumed to be exhibiting the godly fruit of self-control. We anticipate working with students who are characterized by joy, honesty, and diligence. For this reason, upon enrollment, we require that each student affirm that he or she will maintain the highest standards of honesty and behavior in all work done for Midland Classical Academy. All students will be asked to sign the following.

Pledge of Academic Honesty

I have read and understand the Midland Classical Academy Code of Conduct. I pledge my honor, with God as my witness, to commit myself to the practice and preservation of these standards of academic honesty as long as I am a student of the academy.

As such, the following actions are considered serious violations of our Honesty Policy.

1. Directly copying someone else's work visually, orally, electronically, or otherwise.
2. Use of disallowed devices on assignments such as notes, smartphones, books, etc.
3. Getting test questions or essential information from another student who has already completed an assignment that will later be taken, such as a test or quiz.
4. Any other activity that the tutor has explicitly described as cheating.

MCA MASTERY WITH HONORS (MH)

Midland Classical Academy offers honors credit, referred to as "Mastery with Honor", but we offer no "honors" classes.

Mastery with Honor credit for a class is given to those students who

- receive a minimum grade of 92.5 at the end of each semester
- receive a minimum participation grade of 85 at the end of each semester
- demonstrate character befitting an honor student (1 Corinthians 10:31)
- complete a tutor-approved, 20+ hour project that advances the student's knowledge or skills in the subject while serving either the school or the community in some capacity.

As a student fulfills these requirements in a class at MCA, they receive a Mastery with Honor designated by an "MH" for the class. Mastery with Honor applications and a nominal fee are due at the end of October. The projects themselves are due at the end of March with two scheduled checkpoints in between the application and final deadline.

ARTIFICIAL INTELLIGENCE (A.I.) POLICY

Artificial Intelligence programs are tools that can be used beneficially or harmfully. To the extent that MCA uses these A.I. tools, we desire to use them and instruct our students to use them beneficially. It requires the classical virtue of "Wisdom" to discern the difference between what is beneficial and what is harmful.

Among MCA's core values is "Engaging Minds". Everything we do, including our use of A.I. needs to be in harmony with this value and to cultivate within students the skill of being able to "think for themselves".

MCA offers the following principles for tutors & students to follow as they navigate A.I. in their academic domains. MCA tutors will create and clearly communicate their own instructions for A.I. usage in their classrooms and for their assignments. Students should practice integrity, honesty, and humility in their use of A.I. as in all their work.

Principle 1: *Why to use A.I.* - A.I. should only be used by a student to equip them to better understand the material and to learn in a way that facilitates their critical thinking skills.

Principle 2: *When to use A.I.* - Tutors will explicitly and clearly communicate which assignments a student may or may not use A.I. tools to assist in their learning.

Principle 3: *How to use A.I.* - Tutors will explicitly and clearly communicate the method in which it is acceptable and not acceptable for the student to use A.I. tools.