

# IB History of the Americas

Lubbock High School, 2021-2022

SPC Dual Credit HIST 1301-308 (fall)/HIST 1302-308 (spring)

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Conference: 5<sup>th</sup> period: 12:16 – 1:04pm  
Tutorials: Monday – Friday, 7:45am – 8:05am, or by appointment

## Course Description

This course is designed to prepare students for the International Baccalaureate (IB) Higher Level Exam, which will be administered at the end of the senior year. Key areas of the IB curriculum explored in-depth include the United States Civil War; emergence in global affairs, 1890-1929; Cold War in the Americas, 1945-1980; and civil rights and social movements in the Americas post-1945. The course will also prepare students for the STAAR end of course (EOC) exam, as well as cover dual-credit requirements for South Plains College. **Please note that though the course will include information for the AP U.S. History exam, the course does not prepare students fully for that exam.** Major themes will include American settlement and diversity; American culture; religion; civil and human rights; technological change; economic change; and immigration and migration. *This course is reading and writing intensive.*

## Learning Outcomes

Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the present day. This would include the following:

- discovery of the western hemisphere
- colonization of North America
- short-term and long-term causes and results of American independence movements
- national territorial expansion
- American political and social development
- creation of American governments, including the U.S. Constitution
- social, economic, and political issues that led to and consequences of the American Civil War & reconstruction
- social, economic, and political issues leading to and consequences of World War I and World War II
- Causes of the Great Depression
- Major political, economic, and social developments that occurred in the post-1945 Americas

Students will also be able to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on United States and American history.

## Required Text (Provided)

Kennedy, David M. and Lizabeth Cohen. *The American Pageant*. Boston, MA: Wadsworth Cengage Learning, 2013. Fifteenth edition.

## Recommended Text (Not provided)

Newman, John J. and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. Des Moines, IA: AMSCO School Publications. Fourth edition.

## Attendance Policy

Students will be counted absent if they are not present in class when I take attendance. If you are absent, it is your responsibility to make up any missed work. Any student will have **the number of class days missed** to turn in any missing work. **Any work that is missed and is not turned in within the allotted time period will be considered late** (see late work policy below). See LISD virtual attendance policies for more information at [www.lubbockisd.org](http://www.lubbockisd.org).

### Late Work

If work is not turned in when the teacher asks for it, it is considered late. Late work will be subject to a penalty of **10 points off per class day** that it is late. If work is not turned in when the teacher asks for it, it is automatically one day late.

### Missed Exams/Quizzes

If a student misses an exam or quiz because he/she is unable to make it to the regular class period, he/she must make an appointment with the instructor to take the assessment. He/she will have only one week to make up the missed assignment or it will be considered late and subject to the 10 point penalty per day after a week has passed.

### Assignments

Assignments will fall into the following categories:

- **Summative Assessment (30%):** Assessments will primarily consist of exam grades.
- **Formative Assessments (70%):** Writing assignments, reading quizzes, and other in-class assessments.

All external writing assignments should be typed and use a 12 point, readable font, with one inch margins and double spaced. Citations should be in the Chicago Manual of Style. For more information on Chicago-Style, visit [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org).

### Retake Policy

Per LISD policy, students may retake any assignment below an 80 **once within five days** after intervention/reteach offered by the teacher. The new grade will replace the original up to an 80. *Late assignments forfeit the opportunity to retake.*

### Class Rules and Expectations

1. Zero tolerance for academic dishonesty (see below).
2. Respect others, yourself, and me by adhering to our agreed upon definition.
3. Electronics can be used **only** for instruction.
4. Use appropriate language and gestures.

### Consequences for Broken Rules:

- 1<sup>st</sup> offense: verbal/non-verbal warning  
 2<sup>nd</sup> offense: student-teacher conference (informal or formal)  
 3<sup>rd</sup> offense: parent teacher conference  
 4<sup>th</sup>: offense: principal's office

### Accommodations

It is the policy LISD and SPC to make every effort to accommodate students with regard to any disabilities. Students should have a conference with the instructor at the beginning of the semester if special seating or other modifications are needed. The goal of this course is to provide each student with the opportunity to succeed in college-level academics.

### Procedures

1. Check the board when entering class every day for instructions and collect any handouts that are on the table by the door.
2. By the time the bell rings, make sure to have your notebook open and ready.
3. All side conversation should be kept at a minimum.
4. If you need to leave class, you must get a pass from me.
5. Do not begin putting your things up until one minute before the bell rings unless otherwise instructed to do so.
6. Remain in your seat until the bell rings. You may only leave class when released.

### Supplies needed for this course

Writing utensils, including a highlighter  
 Three-ring binder or folder for materials handed back  
 3-5 subject spiral notebook

## LHS Academic Integrity Policy

**Definitions** Each student will be asked to sign an Honor Code that defines the major forms of academic dishonesty and the consequences for participating in any of these acts. The list is not exhaustive and other forms of academic dishonesty exist.

1. **Cheating** includes, but is not limited to:
  - copying from another student's test paper, project, or other assignment;
  - use or possession of materials that are not authorized by the person giving the test, project, or other assignment, including but not limited to class notes, calculators, electronic devices, and specifically designed cheat sheets, textbooks, cell phones or other electronic devices, etc.;
  - providing aid or assistance to or receiving aid or assistance from another student or individual, without authority, in conjunction with a test, project, or other assignment;
  - discussing the contents of a test with another student who will take the test;
  - using, buying, stealing, transporting, soliciting, or coercing another person to obtain answers to or information about an un-administered test, project, or other assignment.
  - use of material that provides one student an advantage over another. Example: Providing a graded quiz to another student to use on their upcoming quiz [one period to the next].
2. **Plagiarism:** representing *as your own work* any material that was obtained from another source, regardless of how or where you acquired it.
  - Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
  - By merely changing a few words or rearranging several words or sentences, you are not paraphrasing. Making minor revisions to borrowed text amounts to plagiarism. Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized.
3. **Collusion:** working with another person on an assignment for credit *without the instructor's explicit permission to do so*.
4. **Misrepresenting Facts:** providing false information to postpone an exam or obtain an extended deadline for an assignment and lying on applications for awards or other non-class-related activities that affect your high school diploma or transcript (ex: NHS points, CAS for IB students).
5. **Multiple Submissions:** submitting essentially the same assignment repeatedly without authorization to do so.

*Definitions are from the University of Texas' Academic Honesty webpage.*

## Consequences

There are three levels of consequences which escalate with each subsequent infraction. The levels of infractions will reset every year.

Suspected academic dishonesty will be documented by the classroom teacher and the teacher will enter the documentation in Review 360 as either an 'In-Class Incident' or as an 'Office Referral'. An 'In-Class Incident' refers to an incident that occurs in the classroom and the teacher has decided to handle the incident in class without involving school administrators. An 'In-Class Incident' does not start the process/offenses of the Academic Honesty Guidelines. The teacher may determine appropriate consequences for an 'In-Class Incident' such as grade reduction. An 'Office Referral' refers to an incident that the classroom teacher has decided to involve school administrators. The administrator along with the teacher will follow the Academic Honesty Guidelines and the 'Office Referral' starts the process/offenses of the Academic Honesty Guidelines consequences.

OFFENSE	PROCESS	PERSON RESPONSIBLE	CONSEQUENCES
1ST	Document suspected or observed cheating/dishonesty/plagiarism. Conference with student regarding cheating/plagiarism that has occurred.	Classroom Teacher	
	If the teacher concludes that cheating/plagiarism has occurred:	Classroom Teacher Campus Administrator	Student receives a zero for the assignment.

	<ul style="list-style-type: none"> <li>Mandatory contact with the parent by phone then by email if parent could not be reached by phone</li> <li>Document the contact</li> <li>Identify consequences and log the offense in Review 360 as an office referral</li> </ul>		
	<p>Inform the following campus staff:</p> <ul style="list-style-type: none"> <li>Department CAL(s)</li> <li>Student alpha principal</li> <li>Coaches specific to student involved</li> <li>Sponsors specific to student involved</li> <li>National Honor Society Sponsors</li> <li>Magnet Specialist where applicable</li> </ul>	Classroom Teacher	
	<p>Place documentation in Academic Honesty Guidelines Folder until the end of the Academic School Year [Scan/PDF]</p> <p>Document in Google Sheet for Academic Honesty</p>	Classroom Teacher  Campus Administrator	

OFFENSE	PROCESS	PERSON RESPONSIBLE	CONSEQUENCES
<b>2ND</b>	Document suspected or observed cheating/dishonesty/plagiarism. Conference with student regarding cheating/plagiarism that has occurred.	Classroom Teacher	
	<p>If the teacher concludes that cheating/plagiarism has occurred:</p> <ul style="list-style-type: none"> <li>Mandatory contact with the parent by phone then by email if parent could not be reached by phone</li> <li>Document the contact</li> <li>Admin will set up meeting with:               <ol style="list-style-type: none"> <li>Student</li> <li>Parent</li> <li>Teacher(s)</li> <li>Alpha Principal</li> <li>Alpha Counselor</li> </ol> </li> <li>Identify consequences and log the offense in Review 360 as an office referral</li> </ul>	Classroom Teacher  Campus Administrator	Student receives a zero for the assignment.  1 day placement in ISS.  Research the Academic Honesty Guidelines of a university that the student wants to attend.
	<p>Mandatory Meeting; bring copies of documentation of the work in question.</p> <p>Academic Honesty Guidelines</p>	Classroom Teacher	<p>If two offenses occur sophomore year the student's eligibility for admission to the IB or AP Capstone programs will be reviewed by the Academic Honesty Committee.</p> <p>Student becomes ineligible for National Honor Society and any elected position, including, but not limited to, class officer, student council officer, teen of the month, All Westerner, Who's Who, Cheerleader, Rough Rider, etc...[in accordance to the organization's by-laws]</p>
	<p>Inform the following campus staff:</p> <ul style="list-style-type: none"> <li>Department CAL(s)</li> </ul>	Classroom Teacher	

	<ul style="list-style-type: none"> <li>• Student alpha principal and counselor</li> <li>• All teachers of the student</li> <li>• Coaches specific to student involved</li> <li>• Sponsors specific to student involved</li> <li>• National Honor Society Sponsors</li> <li>• Magnet Specialist where applicable</li> </ul>		
	<p>Place documentation in Academic Honesty Guidelines Folder until the end of the Academic School Year</p> <p>Document in Google Sheet for Academic Honesty</p>	<p>Classroom Teacher</p> <p>Campus Administrator</p>	

OFFENSE	PROCESS	PERSON RESPONSIBLE	CONSEQUENCES
<b>3RD</b>	Document suspected or observed cheating/dishonesty/plagiarism. Conference with student regarding cheating/plagiarism that has occurred.	Classroom Teacher	
	<p>If the teacher concludes that cheating/plagiarism has occurred:</p> <ul style="list-style-type: none"> <li>• Mandatory contact with the parent by phone then by email if parent could not be reached by phone</li> <li>• Document the contact</li> <li>• Admin will set up meeting with: <ol style="list-style-type: none"> <li>1. Student</li> <li>2. Parent</li> <li>3. Teacher(s)</li> <li>4. Department CAL(s)</li> <li>5. Alpha Principal</li> <li>6. Alpha Counselor</li> <li>7. Associate Principal</li> </ol> </li> <li>• Identify consequences and log the offense in Review 360 as an office referral</li> </ul>	<p>Classroom Teacher</p> <p>Campus Administrator</p>	<p>Student receives a zero for the assignment.</p> <p>3 day placement in ISS.</p> <p>Removal from IB or AP Capstone program and eligibility for diploma status as determined by the Academic Honesty Committee and IB/AP Capstone guidelines.</p> <p>9<sup>th</sup> – 11<sup>th</sup> graders transfers will be revoked/ reviewed by campus administration.</p>
	<p>Mandatory Meeting;</p> <p>Bring copies of documentation of the work in question.</p> <p>Academic Honesty Guidelines</p>	<p>Classroom Teacher</p> <p>Parents</p> <p>Student</p> <p>Alpha Principal</p> <p>Alpha Counselor</p> <p>Magnet Specialist</p> <p>CAL(s)</p> <p>Associate Principal</p>	<p>If two offenses occur sophomore year the student's eligibility for admission to the IB or AP Capstone programs will be reviewed by the Academic Honesty Committee.</p> <p>Student becomes ineligible for National Honor Society and any elected position, including, but not limited to, class officer, student council officer, teen of the month, All Westerner, Who's Who, Cheerleader, Rough Rider, etc... [in accordance to the organization's by-laws]</p>
	<p>Inform the following campus staff:</p> <ul style="list-style-type: none"> <li>• Department CAL(s)</li> <li>• Student alpha principal and counselor</li> <li>• All teachers of the student</li> <li>• Coaches specific to student involved</li> <li>• Sponsors specific to student involved</li> <li>• National Honor Society Sponsors</li> <li>• Magnet Specialist where applicable</li> </ul>	Classroom Teacher	

	Place documentation in Academic Honesty Guidelines Folder until the end of the Academic School Year  Document in Google Sheet for Academic Honesty	Classroom Teacher  Campus Administrator	
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## Appeals Process

### First Offense:

The student and his/her parents will schedule a conference with the student's principal and the teacher in question. Appeal of this decision will follow the LHS Administrative Appeals process to the Associate Principal and finally to the Principal. The decision of the Principal is final for the first offense.

### Second Offense:

The appeal process for a first offense will be followed. If the decision of the Principal is to be appealed, the student and his/her parents will appear before the Academic Honesty Committee [Associate Principal, four core subject CALs, an elective CAL, Lead Counselor, Magnet Coordinator, and Athletic Coordinator]. The committee will be provided with documentation and statements from the related teacher(s) and principal. Additionally, the student must submit a written statement, in the form of an essay, discussing his/her versions of events and rationale for appeal. This statement must be submitted to his/her principal a minimum of one week before the appeal committee meets. The decision of the Academic Honesty Committee is final for a second offense.

### Third Offense:

The student and his/her parents will follow the appeals process for the first and second offenses. If the student and parent wish to appeal decision of the Academic Honesty Committee, a secondary appeals committee will be convened. This committee will be comprised of the five Campus Academic Leaders for LHS, the Principal and may include a representative from Lubbock ISD Central Office.

## Responsibilities of Involved Parties

### Responsibility of the Student

- Read and gain a clear understanding of the different types of academic dishonesty in order to avoid them.
- Give oneself enough time to adequately complete assignments so that the temptation to cheat is not present.
- Make sure that you do not look at other students or their work while testing. Make sure that your paper cannot be seen during a test.
- Do not talk or use electronics during a test, even if you are finished.
- Do not discuss a test or quiz with other students until all students have taken the assessment. This includes students from other classes, not just your own.
- Do not work with other students unless your teacher has made it clear that this is allowed; do not copy someone else's homework and do not let someone else copy your homework.
- Make sure you know how to cite or paraphrase correctly to avoid plagiarism.
- Make teachers aware of instances of cheating if you know about them [See Something, Say Something].

### Responsibilities of Teacher

- Educate and set clear expectations for all students on the Academic Integrity Guidelines as well as the definitions of the different types of academic dishonesty, as well as any class-specific procedures (ex: cell phone usage).
- Put Academic Honesty Guidelines on syllabus and require students to sign honor code at the beginning of the year.
- Enforce the policy equally among students.
- Test on assigned days as to not overload the students.
- Keep a calendar so that students know ahead of time what will be expected of them.
- Fill out academic dishonesty referrals for all infractions.
- Keep clear documentation and provide documentation and a statement of events as needed to principal and appeal committee for the duration of a student's academic career at Lubbock High School.

### Responsibilities of Administration

- Read and gain a clear understanding of the definitions of academic dishonesty and Academic Honesty Guidelines.
- Track offenses of students in his/her alpha group across all classes.
- Provide documentation of conference, as applicable, to appeal committee.

- Publish Academic Honesty Guidelines on the Lubbock High website.

#### Responsibilities of Parents

- Remind students about core values and the importance of integrity in regard to academics.
- Support students' effort as opposed to grades. Feeling excessive pressure to succeed can increase a student's likelihood to seek outside sources for "help" on assignments.
- Know what is being required of students. Keep track of assignments, calendars, etc. so that support can be provided for your child in his/her academics. Be mindful of tasks such as essays or projects that may take an extended amount of time to complete.

#### Sources

The Academic Integrity Committee referenced and/or quoted information from the following sources:

- Garland High School. "GHS Honor Code 2013", "IBO Honor Code"
- Denton Independent School District. Student Code of Conduct: Academic Integrity Policy p. 64-69.
- Palo Alto High School. "Academic Honesty Policy" <http://www.paly.net/academics/academic-honest>
- Stephens, Jason M. and David B. Wangaard. "Teaching for Integrity: Steps to Prevent Cheating in Your Classroom" *The School for Ethical Education*. Accessed June 19, 2013. <http://ethicsed.org>
- University of Texas. "What is Academic Dishonesty?" <http://deanofstudents.utexas.edu/sjs/acadint/whatis.php>
- *Academic Integrity: What Every Aggie Needs To Know*. Texas A&M University. 25 Oct 1996. 7 Feb 2004.
- Beaconsfield High School Department of English. *Plagiarism Policy*. 24 Nov 2000. 7 Feb 2004.
- High School in the Community. *High School in the Community Plagiarism Policy*. 7 Feb 2004. Oxnard High School English Department. *Plagiarism Policy*. 7 Feb 2004.
- Staples High School. *Academic Integrity Policy: Regarding Plagiarism*. 5 Dec 2001. 7 Feb 2004.
- *Student Press Review*. "Mass. High School's Policy Clearly Defines Plagiarism and Consequences." Columbia
- Scholastic Press Association: Columbia University, 2001. 7 Feb 2004.
- Tipton High School. *Tipton High School: Honor Code*. 7 Feb 2004.
- *Washington Township Public Schools*. "Plagiarism." 23 Oct 2003. 7 Feb 2004.