

U.S. History Syllabus

2020-2021

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Course Description

Students will survey U.S. History from the end of the Civil War to the present with emphasis on the 20th century. Students will analyze issues and read a variety of primary and secondary materials. Special attention will be given to the history of African Americans, other minorities, women, and social movements. This course will trace the ideas and traditions that are fundamental to our American government while focusing on significant individuals and organizations that have influenced the American political system. Considerable emphasis will be placed on current problems, civil rights, world leadership, capitalism, and the U.S. economic system.

Throughout each unit, emphasis will be placed on R.A.R.A. (rah rah)-Resistance, Advocacy, Rebellion, and Agency.

Lessons will be given through: Google Classroom and we will use PBS Learning Media, TedEd, google forms and docs, and Newsela.

District Learning Plan: Students/Families/Teachers are expected to follow the guidelines laid out within this doc:

https://docs.google.com/document/d/1F-5qEfBAeTsYwio9G6l_oULZkTTYo1V7P7D2CJLYr3E/edit

Emphasis will be placed on the following skills:

- Demonstrate and strengthen your ability to write formal essays/research papers.
- Strengthen your note-taking skills.
- Compare, contrast, synthesize, and analyze information.
- Exercise critical thinking and communication skills in formal and informal discussions.

U.S. History is a graduation requirement.

Semester 1 Scope and Sequence

Unit 1: Skills and Beginnings

In this brief unit we will learn historical thinking skills through “soft history,” soft history being everyday life events. Then we will look at the origins of “race,” the curse of Ham, and various acts of resistance during chattel slavery in America, as well as researching various abolitionists and the annexation of the southwest and western coast.

Unit 2: Reconstruction

Reconstruction helped shape our modern social, cultural, and political landscape. We will study the various plans and amendments created during Reconstruction as well as, African American agency and resistance during that time. We will examine the movement and removal of the indigenous population during this time period.

Unit 3: Industrialization, Immigration, and Urbanization

Immigration is a hot button issue. We will study the history of early immigration and the move into major cities as America became an industrial power. This unit covers America’s westward expansion, its impact on Native Americans, and a shift to manufacturing. This includes comparing historical events of reform with the modern state of labor and capitalism.

Unit 5: Imperialism and World War I

Nearly 100 years after the first shots were fired, the “Great War” changed the world forever. A war that introduced us to modern war technology, chemical warfare, and mass casualties changed the world forever. This unit will cover America’s early military conflicts and entry into World War I in 1917. In this unit we will also examine the Red Summer of 1919, the women’s rights movement, and the philosophies of prominent figures.

Unit 6: 1920s, Great Depression

After WWI, America had a period of prosperity but in 1929 the country would begin a 12 year Great Depression that is still debated today. Also in the 1920-1930s hundreds of thousands of African Americans moved North in search of a better life. From the Jazz Age to the Dust Bowl America experienced both extremes in these two decades.

<p>Materials Needed on a Daily Basis ****Chromebook - Bring this charged every day. It is necessary to succeed!**** Binder or folder Pens and Pencils Notebook</p>	<p>Breakdown of weights for Grades Summative/Assessments: 70% Formative/Assignments: 30%</p> <p>Final Exam: 10%</p>
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Grading Policy: Read This!!

Summative/Assessments: This subgroup includes essays, tests, quizzes, projects and presentations.

Retakes for assessments will be given if a student attends a tutoring session and schedules a retake with the teacher within 2 weeks after the original assessment.

Formative Assignments: This subgroup includes classwork and homework that should help students prepare for summative assessments.

Absences: It is the student’s responsibility to acquire missed work. Students should first check Google Classroom for posted work. After that, they can see the teacher before or after class.

IEP’s: If students have an Individualized Education Plan, assignments will be graded based on their plan.

Tutoring:

Tutoring is available Tuesday through Thursday
 Please feel free to make an appointment with your teacher as needed.

Academic Integrity:

Plagiarism: Plagiarism is copying someone else’s work or the practice of taking someone else's work or ideas and passing them off as one's own. Students will receive an automatic zero for plagiarized work.

Cheating: Cheating or copying another student’s work to pass off as one’s own will result in a zero for any student who **gives** their work to others to be plagiarized, as well as for any student who **passes** this work off as their own.

Daily Expectations:

Follow the expectations within the distance learning plan until in person:

https://docs.google.com/document/d/1F-5qEfBAeTsYwio9G6l_oULZkTYYo1V7P7D2CJLYr3E/edit

Students are expected to be on time for class, prepared with their text, Chromebook, a notebook and something to write with. Students are expected to stay on task throughout the class period. Chromebooks are to only be used for academic purposes directed in the U.S. History course.

Students are expected to visit the Google Classroom site for messages, assignments, and resources.

Cell Phone Policy: Cell Phones are NOT allowed out during class. Phones must be put in phone lockers or out of sight for the entire class period.

For when back in the building:

RR: Students must sign out and in to use the restroom. This privilege can be taken away if it is abused. There is a one in/one out a school-wide policy for the restroom.

Food and Drink: Food and Drink are at the discretion of the teacher, however, students are expected to CLEAN UP after themselves for any messes made.

UCHS Behavior Expectations

1. Listen to and follow directions.
2. Participate.
3. Encourage classmates to succeed
4. Be respectful of self, others, and property.
5. Have a positive attitude
6. Make responsible choices.
7. Do your best.

Signature Page

Your signatures verify that you have read and understood the policies established for the U. S. History course. Please feel free to email your teacher with any questions or concerns regarding your child.

In addition, throughout the school year we show films, documentaries, and YouTube clips to support a unit, or topic that we are discussing in class. Some of the films have a R-rating. During films, we sensor parts we believe are inappropriate or unrelated to our learning. Students always have an assignment related to the films we show in class. If you do not feel comfortable with your child watching a R-rated film, an alternate assignment will be given to the student. Please mark the line in which you feel most comfortable regarding your child watching films in this course.

_____ My child has permission to watch R-rated films

_____ My child does NOT have permission and would request alternate assignments

STUDENT NAME:

STUDENT SIGNATURE:

PARENT/GUARDIAN SIGNATURE:

CONTACT INFORMATION:

1. _____
(parent/guardian name) (best contact number)

email address: _____

2. _____
(parent/guardian name) (best contact number)

email address: _____

COMMENTS, CONCERNS, SUGGESTIONS, QUESTIONS:
