*U.S. History (Gr. 11) New West Charter Instructor: Ms. Hynes*

**College Prep Course Syllabus and Policies (2018/2019)**

**Teacher’s Message:** *Welcome back everyone! I hope that you all had a fun and restful summer break. What follows is a detailed description of the course (including topics and pacing), and a list of policies which you should read carefully and which you should make an effort to keep in mind. I’m looking forward to working with each of you throughout this school year to help you achieve your goals and get the most out of your history class. Please don’t hesitate to come and see me for extra help. I keep office hours on Mondays and Tuesdays between 2:30 pm and 3:00 pm, or, by appointment. A big welcome to you all once again! I think we’re going to have a great year together.*

*-Ms. Hynes ☺*

*After a brief review of the 8th grade American history curriculum, students in this course primarily examine major developments and turning points in American history from the late nineteenth century to the present. During the year, the following themes are emphasized: the expanding power of the federal government, and the government’s ever-expanding role as a regulatory body, provider of social welfare, and guarantor of civil rights; the emergence of a modern capitalist economy and the role of organized labor; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities, and women, and the rise of the United States as a major world power. As students intensively examine nearly 150 years of US history, they will track and interpret the geographic expansion of U.S. territory. They will also learn how geography shaped many of the previously mentioned developments, especially in terms of the country’s position on the globe, its climate, and abundant natural resources. In each unit, students will also examine various aspects of American culture, including religion, literature, art, music, drama, architecture, education, and the development of mass media.*

**Essential Questions:**

1. In what ways did the federal government grow in power, influence, and responsibility over time?
2. What political parties and social movements developed over time? Why and how?
3. How did the United States become a superpower?
4. In what ways have some Americans experienced a different American history than others?
5. How did the United States become more diverse over time?

**Historical, Geographical and Social Science Analysis Skills**

*By the end of this course, students should be able to demonstrate proficiency in the following:*

**Chronological and Spatial Thinking**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students develop a strong familiarity with American geography and use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

4. Students relate current events to the physical and human characteristics of places and regions.

**Historical Research, Evidence, and Point of View**

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.

2. Students identify bias and prejudice in historical interpretations.

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

**U.S. History Content Standards**

**11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

**11.2** Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

**11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

**11.4** Students trace the rise of the United States to its role as a world power in the twentieth century.

**11.5** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

**11.6** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

**11.7** Students analyze America’s participation in World War II.

**11.8** Students analyze the economic boom and social transformation of post–World War II America.

**11.9** Students analyze U.S. foreign policy since World War II.

**11.10** Students analyze the development of federal civil rights and voting rights.

**11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.

**Outline of Units and Topics:**

|  |  |
| --- | --- |
| Introduction and Eighth Grade Review  (Aug 16 – Sept 21) | * Prehistory * Exploration & the colonial era * The Revolutionary War * Confederation & Constitution * A New Nation: Washington to Jackson * Manifest Destiny * The Market Revolution * The Civil War |
| The Gilded Age (Sept 24 – Oct 16) | * Reconstruction * Post-civil war politics and economics * The “Lost Cause”, Jim Crow, white supremacy, and the rise of the civil rights movement * Changes on the western frontier * The new industrial age * Immigration and Urbanization * Corruption, Reform and the political “machine” |
| Life at the Turn of the 20th Century (Oct 17 – Nov 16) | * Science, Technology & Urban Life * Resistance to continued segregation * The dawn of mass culture * The Progressive Era * American Imperialism |
| World War I (Nov 26 – Dec 14) | * Origins of World War I * Theaters of World War I * Isolationism vs interventionism * The war at home * Post-war problems |
| Semester 1 Review and Finals (Dec 17 – 21) | * JEOPARDY Tournament * Semester 1 Final Exam |

***Have a great holiday break! ☺***

|  |  |
| --- | --- |
| The Roaring 20s (Jan 10 – 31) | * A Conservative Decade: Harding, Coolidge and Hoover * Economic boom * Life in the modern age * Education & popular culture * Women in the 1920s * The Harlem Renaissance |
| The Great Depression & The New Deal (Feb 1 - 19) | * Economic bust * The dustbowl and daily life during the Depression * Changing role of government: Roosevelt’s New Deal * Culture of the 1930s |
| World War II (Feb 20 – March 14) | * Dictators threaten world peace * War in Europe and North Africa * Mobilizing for defense * The Holocaust * War in the Pacific * The Home Front * Dawn of the nuclear age * The Nuremberg Trials, the Japanese War Crimes Trials and the new United Nations |
| Post-War Boom & Cold War Conflict (March 15 – April 5) | * Post-war America: economic and political adjustment * The “American Dream” & the “Other America” * Post-war pop culture * Origins of the cold war * The arms race begins * The Korean War * Containment & Brinkmanship * The cold war at home |
| The 60 and 70s: A Rights Revolution and the Vietnam War (April 3 – May 3) | * Kennedy and the Cold War * Kennedy’s New Frontier * Johnson’s Great Society * Civil Rights Movement * War in Vietnam * A nation divided * Third-wave feminism * Gay Liberation Movement * Culture and counterculture |
| The 1970s and 80s: The Conservative Tide (May 6 – May 21) | * Renewed push toward conservatism * The Nixon Administration and Watergate * Ford and Carter years * Environmental activism * Reagan and Bush * Social concerns in the 80s * Pop culture * Foreign policy after the Cold War |
| The 90s and the New Millennium (May 22 – May 31) | * The Clinton Years * The new global economy * Communications, technology and global mobility * The George W. Bush years * 9/11, Iraq and Afghanistan * The 2008 Recession * The Obama years * Looking ahead….. |
| Exam Review and Finals (June 3 - 7) | * JEOPARDY Tournament! * Semester 2 Final Exam * Have a great summer!!! ☺ |

**Course Policies:**

**A notebook is required.** Each student is required to bring a notebook or binder to class EVERY DAY and keep it updated with neat, well-organized daily notes. Notebooks will be collected and graded at random, TWICE during each semester. The notes taken each class should reflect daily topics and activities and when collected, will be graded according to the attached rubric.

**Tests** will be given with once per unit, with as much advance notice as possible. There will be no quiz/test for Unit 4 (World War I) or Unit 11 (The 90s & The New Millennium) since both units are immediately followed by a Final. If a student is absent for a test, the student will have **two days** to schedule a make-up test or quiz, after which they will receive a permanent zero. A missed test or quiz will be recorded as zero points until a make-up has been taken, graded, and recorded. *(NOTE: Final exams may NOT be made up)*

**Assignments:** Students will complete a variety of assignments and evaluations during this course, such as group projects, debates, presentations, simulations, historical reflections, and research papers. These assignments will be announced periodically with as much notice as possible, and turned in separately on their given due date. Students may submit typed, hard copies of their work or hand-written work (***please print legibly***). I will also accept digital submissions emailed DIRECTLY to me. Please submit digital assignments to: MsHynesNewWest@gmail.com.

**Late Assignment Policy:** *Only work submitted on time, on the day it’s due, will be graded for full credit*. Students may submit an assignment up to two days late. Students lose 10% per day for each day that an assignment is late. Students will receive a “0” for any assignment that is more than two days late. For example, if an assignment is due on Monday in class, you will have until Wednesday at midnight to hand it in, and you will lose 20% of your final score in the process. If you hand it in Thursday, you will still receive a “0”.

**Final Exams** will be given during the last week of class (in both December and June) according to the Finals schedule. If missed due to absence, the final exam may not be made up after the end of the term unless a student has a valid medical excuse and school administrative approval. If a student knows they will be absent on the day of the Final, the student may arrange to take it before the last week of the class.

**Extra Credit and Restroom Passes:** Extra credit enrichment assignments or bonus points may be given at a few select times throughout the school year. It is strongly recommended that you take advantage of these opportunities when they arise. Any extra credit that you collect will be recorded and “banked” until the end of each semester. When grades are finalized, that extra credit can then be applied in needed areas at the student’s discretion. The only categories not eligible to receive extra credit are Finals, Essays, and Tests. At the beginning of each semester, each student will be assigned THREE restroom passes (which are tracked by the teacher). Any unused passes may be exchanged for extra credit points at the end of the semester.

**Class Website:** Daily classroom topics and materials such as Powerpoint presentations, handouts, videos, photos, and homework assignments will be posted on the class website. Please visit NewWestUSHistory.weebly.com ***every day after school to review.*** Simply click on the “College Prep” or “Honors” tab for your class page. On this page, you will find detailed descriptions of each day’s class, and all materials used in class, organized by unit and by date.

**Office Hours** take place after school on Monday and Tuesday until 3:00 pm, or, by individual appointment. Parents and students should feel free and welcome to contact the teacher to schedule a meeting whenever needed. Please email: [ehynes@newwestcharter.org](mailto:ehynes@newwestcharter.org).

**Other Policies:** Please refer to the New West Charter School website for any policies not mentioned in this document. Visit: <http://newwestcharter.org/school-policies/>

**Attachments:** The documents attached to this syllabus are largely for your reference, but the SYLLABUS CONFIRMATION AND AGREEMENT should be signed by both you and your parent/guardian and returned to the teacher ASAP, ***verifying that you have thoroughly read and understand the syllabus and course expectations.***

**Major Assignments & Evaluations:**

|  |  |
| --- | --- |
| **Research Essays** (1 per semester) | Semester 1: “Persuasive Biographical Essay” or “Ancestry Analysis Essay”  Semester 2: “Theory of American History Essay” |
| **Tests** (9) | Tests: Tests will be taken mostly online, in class. They will be in a multiple choice and true/false format, and will be graded automatically. Some tests may also feature a section requiring long-form, written answers such as short-answer questions or a DBQ (document-based question) |
| **Final Exams** (1 per semester) | Each Final Exam will feature an online section with multiple choice, true/false questions, and either a DBQ (document-based question) section that requires a timed 5-paragraph essay response, or a simulation followed by a written reflection. |

**Grading Breakdown:**

**Classwork/Homework (incl. notebook) 25%**

**Projects 15%**

**Essays 20%**

**Tests                                    20%**

**Final Exam 20%**

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**Total                                               100%**

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**Syllabus Confirmation and Agreement**

I hereby declare that I have read the U.S. History syllabus and course policies thoroughly. *I understand and agree to be bound by the policies and responsibilities set forth in the syllabus*. This document was signed by me in the presence of my parent or guardian.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Notebook Check – Rubric**

*Students will receive 1 point for each criterion that is successfully met.*

Criteria Organization Criteria met?

|  |  |  |
| --- | --- | --- |
| Overall Completeness | The notebook shows evidence of a consistent effort to keep up to date on course content and themes. |  |
| Organization | The notebook shows evidence of organization, making it easy to navigate and find specific items. |  |
| Evidence of class participation | The notebook shows evidence of reasonably regular note-taking and engagement in class. |  |
| Neatness | All notebook pages are secured (not ripped or falling out), and the notebook itself is in reasonably good condition. |  |
| Preparedness | The student was prepared to hand in their notebook on the day it was requested (did not forget it at home, or ask for an extension to get the notebook ready for inspection). |  |

Total Score: \_\_\_\_/5

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Historical Reflection Rubric**

**Evaluation Criteria Excellent Very good Adequate Needs work**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge and Understanding:**  *Student demonstrates a thorough and detailed comprehension of the historical event or issue in question.* | 2.5 | 2 | 1.5 | 1 |
| **Thinking/Inquiry:**  *Student demonstrates critical thinking and/or thoughtful analysis.* | 2.5 | 2 | 1.5 | 1 |
| **Communication:**  *Student’s response to the prompt is clear, and there are virtually no errors in sentence structure, grammar, spelling, or punctuation.* | 2.5 | 2 | 1.5 | 1 |
| **Execution:**  *Student’s reflection is exceptionally well-constructed with logically organized paragraphs and the prompt has been directly addressed.* | 2.5 | 2 | 1.5 | 1 |