

Pine Ridge High School
United States History Syllabus
2017-2018

Mrs. Williamson

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Bldg. 7 Room 233

Office hours: 12:27- 12:57 pm or by appointment

Course Description

The purpose of this U.S. History class is to help students gain an understanding of the significant people, policies, and events that have shaped United States History from Reconstruction to the present. Students will develop academic practices that will benefit them in this class as well as help them succeed in other classes.

This course covers the 9th-12th NGSSS grade standards for United States History in Florida. We will work cooperatively to build a classroom community which values and respects multiple perspectives by creating a positive and safe learning environment for everyone to express their views.

Course Objectives

The strategies implemented in this course are primarily student-centered to guide students in acquiring the knowledge and skills required to meet content standards. They are designed to facilitate the study of each unit described in the course outline. Students will engage in teacher-led, individualized, and collaborative learning to develop communications, critical thinking, problem solving, and collaborative skills.

- Studying chapters from the textbook and taking analytical notes
- Reading and summarizing articles
- Developing questions for inquiry
- Building vocabulary using graphic organizers
- Analyzing and evaluating current news
- Analyzing political cartoons and primary source documents
- Applying a variety of content literacy tools
- Evaluating case studies on government and politics
- Analyzing maps, graphs, charts, diagrams, timelines, and tables

Attendance

Regular class attendance is **mandatory** and students must arrive according to the daily bell schedule. A student consistently absent or tardy may find the work more challenging as a result of missed classes. Students should attend class daily, on time, and come prepared for learning. Attendance will be taken every day and late/tardy students will be marked as such. Late assignments will not be accepted unless the student has an excused absence. **Unexcused absences will not be eligible for make-up and missed assignments.**

Homework

Homework will be assigned daily and may include reading, writing, short response questions, research or project work. It also includes assignments not finished in class. The purpose is to improve academic success by developing regular study habits, preparing for learning, and providing feedback about how learning is progressing. Students are expected to practice responsibility when it comes to homework, i.e. doing your own work, completing all of the work assigned, and turning it in on time.

Academic honesty and integrity is highly valued, therefore cheating or copying work will result in a zero grade for each student involved and possible disciplinary action.

Missing Assignments

Students with an excused absence must complete all missing assignments and make-up exams by the next class meeting after returning to school. Missing work will not be accepted after this time. An excused absence must be confirmed in gradebook, and/or with a re-admit slip from the main office, and/or by speaking directly with a parent or guardian. It is the student's responsibility to determine missing assignments and schedule to make-up an exam.

Students are given several opportunities to demonstrate their knowledge during the school year, therefore all requests for extra credit will be denied.

Late Policy

Students are strongly encouraged to speak to their teacher when they will be late with an assignment. **Due dates are not suggestions.** When the student has an excused absence, the student will have as many days as absent to complete the missing assignment. **However, if the student did not have an excused absence, or had not made prior arrangements with the instructor, then no late assignments will be accepted.**

Grading

The state system for assigning grades is as follows:

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Grades will be based on the following weights:

- * Diagnostic Assessments 0%
- * Formative Assessments 40%
- * Summative Assessments 60%

Course Outline

Course outline as follows

Week 1-3

The Civil War students will be able to:

Review causes and consequences of the Civil War.

The Reconstruction Era students will be able to:

Assess the influence of significant people or groups on Reconstruction.

Describe issues that divided the Republicans during the early Reconstruction era.

Distinguish the freedoms that were guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

Assess how Jim Crow Laws affected the lives of African Americans and other racial/ethnic minorities.

Compare the effects of Black Codes and the Nadir (low point in race relations) on freed people; analyze the sharecropping system and debt peonage in the United States.

Review the Native American experience during this era.

Examine key events and peoples in Florida history as they relate to United States history.

Weeks 4-6

Agrarian to Industrial Transition students will be able to:

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

Examine the social, political, and economic causes, course and consequences of the second Industrial Revolution that began in the late 19th Century.

Compare the first and second Industrial Revolutions

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

Analyze changes that occurred as the United States shifted from an agrarian to an industrial society.

Examine key events/peoples in FL history as they relate to US history.

The Gilded Age students will be able to:

Identify significant inventors of the Industrial Revolution including African Americans and women.

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

Review different economic and philosophic ideologies

Weeks 7-9

American imperialism and progressivism

American Imperialism students will be able to:

Analyze the major factors that drove United States to build an empire.

Explain the motives of the United States acquisition of the territories.

Examine causes, course, and consequences of the Spanish American War.

Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.

Examine key events and peoples in Florida history as they relate to United States history.

Examine the importance of social change and reform in the late 19th and early 20th centuries

(class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches providing services to the poor).

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

Analyze the impact of political machines United States cities in the late 19th and early 20th centuries.

Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

Examine key events/peoples in FL history as they relate to US history.

Weeks 10-12

World War I students will be able to:

Examine causes, course, and consequences of United States involvement in World War I.

Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

Describe efforts by the United States and other world powers to avoid future wars.

Examine key events and peoples in Florida history as they relate to United States history.

Roaring 20s students will be able to:

Discuss the economic outcomes demobilization.

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

Examine the impact of US foreign economic policy of the 1920s.

Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.

Analyze the influence Hollywood, the Harlem Renaissance, the Fundamentalist Movement, and Prohibition had in changing American society in the 1920s.

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

Compare the views of Booker T. Washington, W.E.B. Dubois, and Marcus Garvey relating to the African American experience.

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

Analyze support for and resistance to Civil Rights for women, African Americans, Native Americans, and other minorities.

Examine key events and peoples in Florida history as they relate to United States history.

Weeks 13-17

The Great Depression students will be able to:

Examine the causes, course, and consequences of the Great Depression and the New Deal.

Examine key events and people in Florida history as they relate to United States history.

World War II students will be able to:

Examine causes, course, and consequences of World War II on the United States and around the World.

Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

Examine efforts to expand or contract rights for various populations during World War II.

Explain the impact of World War II on domestic government policy.
Analyze the use of atomic weapons during World War II and the aftermath of the bombings. Describe the attempts to promote international justice through the Nuremberg Trials.

Weeks 18-23

Analyze the effects of the (second) Red Scare on domestic United States policy.
Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

Examine the causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

Examine the causes, course, and consequences of the Korean War.

Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

Analyze causes, course, and consequences of the Vietnam War.

Identify causes for post-World War II prosperity and its effects on American society.

Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

Evaluate the success of the 1960s era presidents' foreign and domestic policies.

Analyze the significance of Vietnam and Watergate on the government and people of the United States.

Examine key events people in FL history as they relate to US history.

Weeks 24-25

Civil Rights Movement students will be able to:

Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

Examine the changing status of women in the United States from post-World War II to the present.

Assess key figures and organization in shaping the civil Rights organizations in shaping the Civil Rights Movement and Black Power Movement.

Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

Examine the similarity of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.

Examine key events people in FL history as they relate to US history.

Weeks 26-27

21st Century: Challenge and Change students will be able to:

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

Analyze the effects of foreign and domestic terrorism on the American people.
Examine changes in immigration policy and attitudes toward immigration since 1950.
Examine key events people in FL history as they relate to US history.

March will begin prep and review for EOC and end of course projects will be assigned after the completion of the EOC exam.

Syllabus Acknowledgement Signature Form

This form's purpose is to acknowledge that the student and their parent(s)/guardian(s) have read the syllabus and having done so will sign and return this form to the teacher. This form may be referred to in any future communication between the student and or their parent(s)/guardian(s).

Student Signature

I, _____ (print name)

Have read and understand what is expected in the teacher's course and classroom.

Signature

Date

Parent(s)/Guardian(s) Signature

I, _____ (print name)

_____ (print name)

Have read and understand what is expected in the teacher's course and classroom.

Signature

Date

Signature

Date

There is the possibility that parts of appropriate PG-13 movies will be shown in class please indicate below if you will allow your student watch the movie segments.

I, _____ (print name)

_____ (signature) will allow my

student _____ (students name) to watch PG-13 movies

I, _____ (print name)

_____ (signature) will NOT allow my

student _____ (students name) to watch PG 13 movies