

American History II Course Syllabus

Richard Guy

rguy@micharter.org

<http://mrguymics.weebly.com/>

Mountain Island Charter School

Course Description:

American History Course II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

The essential standards of this course have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

Course Units & Topics:

The following will be the topics/units we will be covering in class. The length of each unit varies based on the topic and student needs.

1. Rise of the American West
2. Industrialization of the United States
3. The Gilded Age
4. American Imperialism
5. The Progressive Era
6. World War I
7. The Roaring 20's
8. The Crash & The 1930's
9. World War II
10. The Cold War & Post War America
11. The New Frontier & Great Society
12. The Civil Rights Movement
13. The Late 60's & Vietnam
14. The Conservative Era
15. Into the 21st Century

Unit Standards
Standard 1: Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.
Standard 2: Analyze key political, economic and social turning points in American History using historical thinking.
Standard 3: Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.
Standard 4: Analyze how conflict and compromise have shaped politics, economics and culture in the United States.
Standard 5: Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.
Standard 6: Understand how and why the role of the United States in the world has changed over time.
Standard 7: Understand the impact of war on American politics, economics, society and culture.
Standard 8: Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Course Requirements:

Students are required to come to class prepared each day. It is recommended that students have some sort of organization method for their notes. This can be in any form that the student desires as long as it promotes their success in the classroom and follows MICS and classroom policies.

Classroom Resources:

Classroom resources are posted to my website so that they can access it whenever they need.

Grading Scale:

This course follows the standard grading scale set forth by Mountain Island Charter School

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

Grading Policy:

This class follows the Grading Policy set forth by the Mountain Island Charter School Handbook.

Test & Quizzes:

At the end of each unit, there will be a unit test. This will examine a student's knowledge about that unit. Periodically throughout the year, the students will have a quiz. This will be focused to a more narrow focus than the whole unit. All tests and quizzes are announced well in advance for students to prepare.

Projects & Writing Assignments:

Students will be assigned writing assignments and projects throughout the year to go along with what is occurring in class. When these are assigned, there will be handouts with guidelines for the students to follow.

Homework:

Homework is an important part of the educational process. It will be assigned to further enhance classroom instruction. Some nights, the homework may be as simple as studying for an upcoming test/quiz. Other nights it may be to work on a project or writing assignment.

Classwork:

Work that is to be finished in class will not be accepted late.

Missing Class:

Students should strive to attend all classes. The student will be responsible for making up all missed material per the MICS Handbook.

If a student misses a quiz or test, they are expected to take the missed quiz or test the day they return to school.

Make-Up Work:

1. Homework:
 - a. Follows the MICS Student Handbook
2. Major Projects & Writing Assignments:
 - a. *After assigned due date = No credit*

Classroom Rules:

1. Be Honest
2. Be Mature
3. Be Respectful
4. Come to Class Prepared

Cell Phones:

Cell Phones are considered technology and may be used at appropriate times. Phones should not be going off in class and students should not be texting, taking picture, or using social media in class. **Students are NOT allowed to take notes on their cell phones!** Failure to follow classroom procedures will result in a referral to school administration.

Technology:

Technology is a critical part of a student's learning experience. We will be utilizing technology frequently in the classroom. If a student is found to be misusing their technology or not working on class related work, their technology privileges in the classroom will be revoked indefinitely.

My Website:

I keep and maintain a website (<http://mrguymics.weebly.com/>). I post class materials to that website and I post the homework on there as well. What is said in class takes precedent over what is posted to the website.

Bathroom & Water:

Students need to use the bathroom and/or get water before class begins. Students are allowed to have a water bottle in the classroom. I will not allow them to leave the classroom to fill it up. Water bottles must follow MICS policies.

Food:

Food is **NOT** allowed in the classroom!

Tutoring:

I am available for tutoring on Mondays. Students need to communicate with me that they need tutoring.

Course Material/Content:

This course covers a wide ranging time frame of American History. The topics also covered are wide ranging and incorporate different perspectives. In an effort to best educate your child, I will be utilizing a variety of resources to enrich their educational experience, expose them to different cultures, and to help prepare them for living in the 21st Century World. Depending on the subject, we may be viewing films, live footage from events, pictures, documents, articles, and other forms of media.. If you have any questions about material, please let me know; as I will be glad to share with you what we will be looking at. If you are uncomfortable or do not want your student to view any piece of material, please let me know and I will give an alternative assignment for your student.

Student and Parent/Guardian Contract

I have read Mr. Guy's American History II syllabus and I understand and agree to abide by the rules and procedures of the classroom. I understand the consequences that I will incur if I do not abide by the classroom rules and procedures.

Student's Name: _____

Student Signature: _____

Date: _____

To be completed by the parent/guardian:

I have read and discussed the rules and procedures with my student. I understand and agree to encourage my student to abide by these rules and procedures. I understand the consequences that my student will incur if my student does not abide by the classroom rules and procedures.

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name(s):

Contact numbers: _____ (home) _____ (work) _____ (cell)

Email: _____

***What is the best way to contact you? (Please circle either home, work, cell, or email above.)

Questions/Comments? (This may be from the parent/guardian or the student. If the student or the parent has any special interests, medical conditions, or concerns please feel free to include these here.)