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| Course Name | Instructor | Instructor E-mail & Avaialblity | |
| **U.S. History** | **Andrea Hite** | **alhite@aps.k12.co.us**  **voicemail: 303-326-2427** | |
| Course Website | **Class Meeting Times & Location:** | **Prerequisites** | |
| **www.hitesocialstudies.weebly.com** | **Room 1403**  Office Hours: 3rd and 4th period | **none** | |
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| Course Description | | |
| United States History will be a survey course that will challenge students as they explore the continuity and change that has occurred throughout our shared history.  During this course, students will be engaging in activities that connect historical events and ideas and how they influence the present. In addition, students will analyze the positive and negative interactions that have occurred between the different peoples that comprise the United States. | | |
| |  | | --- | | **Unit 1** (1-2 weeks)- Founding of the US  **Guiding Questions:**   1. What were the causes of the Revolutionary War? 2. How did the Revolutionary War and Democratic Thought impact the creation of The United States?   **Unit 2** (2–3 weeks)Westward Expansion and Civil War  **Guiding Questions:**   1. How did technology impact westward expansion and Native Americans? 2. What government policies encouraged westward expansion? 3. How did westward expansion impact immigration policies? 4. What were the results of the Mexican-American war?   **Unit 3** (2 weeks)– Reconstruction  **Guiding Questions:**   1. What was the significance of the 13th, 14th and 15th amendments? 2. Compare and contrast how might history been different if alternate reconstruction plans had been put into practice. 3. Explain the role of carpet baggers, scalawags, and the Freedman’s Bureau on southern society. 4. Analyze how sharecropping continued the plight of African Americans in the south.   **Unit 4** (2-3 weeks) **–** Industrial Age, Progressive Era, and Imperialism  **Guiding Questions:**   1. How did the business practices of the “Robber Barons” lead to labor and economic reform? 2. How did the Spanish-American war affect US Foreign policy? 3. How did Teddy Roosevelt change the American presidency? 4. What was the Monroe Doctrine and the Roosevelt Corollary?   **Unit 5** (3-4 weeks) **­–** Causes and Consequences of the World Wars  **Guiding Questions:**   1. Why was the Treaty of Versailles a main contributor to WWII? 2. What were the similarities and differences between the types of governments involved in the World Wars? 3. What impact did technology and scientific advances from the wars have on society? 4. How was it possible for a modern society to carry out genocide of a people for no reason other than their ethnicity?   **Unit 6** (6 weeks)– National History Day  **Guiding Questions:**   1. Research a historical topic of student’s choice. 2. Analyze historical context and legacy. 3. Utilize online and textual sources.   **Unit 7** (3 weeks)–Civil Rights  **Guiding Questions:**   1. What are the roots of MLK, Jr.’s teachings on non-violent protest? 2. What was the impact of various key events in the Civil Rights Movement? 3. How was the Civil Rights Movement portrayed in pop culture? 4. Who opposed the Civil Rights Movement and why? 5. What are examples of the Civil Rights victories and what was their impact on society? 6. Is the Civil Rights Movement over? Why or Why not?   **Unit 8** (3-4 weeks) **–** Modern US History 1950s – 1980s  **Guiding Questions:**   1. What were the political, economic and social effects of the end of WWII on the US? 2. How did American society change in the 1950s compared to the 1920s in regards to consumerism, innovation, and family ideology? 3. How did the US policy of containment affect this time period? 4. How did peoples’ views of the US government change during this era and why? 5. Can an ideological war be more dangerous than a physical war? 6. Why did it appear in the 1970s that the US was in permanent economic, social and moral decline?   **Unit 9** (3-4 weeks) **–** Contemporary America 1990s-Present  **Guiding Questions:**   1. How has US Foreign policy changed since the War on Terrorism began? 2. Why was America attacked on September 11, 2001 3. What led to the “Great Recession” of 2008? 4. What was the major domestic policy that was passed during President Obama’s first term? And why? 5. How have the technological innovations affected contemporary society? | | | |
| Standards Referenced Grading | | |
| Standards-based grading measures what a student should know and be able to do at each grade level according to Colorado State Content Standards. Under the standards-based system, students are graded on their achievement on class content. Work habits such as class participation and attendance are recorded separately. | | |
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| Mastery Tracker and Accessing Grades | | |
| Rather than Infinite Campus which has many limitations on what we can communicate, the Social Studies Department will be using a mastery tracker that will be constantly updated and available for students and parents to view.  All you will need is your student’s ID number and access to the internet. ***You may access the Mastery Tracker by going to the class website*** [***www.hitesocialstudies.weebly.com***](http://www.hitesocialstudies.weebly.com) ***and clicking on the “Mastery Tracker-Grades” link.*** You will then see your progress by class section (on bottom tabs) and student ID number. | | |

**WHOLE NUMBER SCALE for assignments/individual assessments (minimum expectation)**

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| **Proficiency** | **Number** | **Teacher Language** | **Student Language** |
| A (Advanced) | 4 | More Complex Measurement Topic | I completely understand and can apply, evaluate and/or re-create my learning for others |
| P (Proficient) | 3 | Target Measurement Topic | I can consistently do this by myself |
| PP  (Partially Proficient) | 2 | Simpler measurement topic | I can do some by myself, need help with some |
| U (Unsatisfactory) | 1 | With help partial success at 2.0 and 3.0. | Even with help, I still only understand some of this |
| F | 0 | No evidence | I showed no understanding at all or did not bother to turn this in |

**Body of Evidence:**

There are three types of assessment: work habits, formative and summative.

**Formative** (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

**Summative** (assessment of learning) provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

**\*\*Classroom policies\*\*:**Building policies are found in the student/parent handbook and can be found on the VP website. The following additional classroom policies are enforced:

Your actions in *US History* should reflect the **PEAK choice** of *responsibility*, *respect*, and *safety.*

* **Respect** every member of the class by using appropriate language, by paying attention when another person is speaking, and by raising your hand to speak.
* Be in your assigned seat when the bell rings. *Tardies will be assigned for students in hall or roaming around the room after the bell has sounded.*
* Have all necessary materials with you when you come to class. *Hall passes are limited; don’t waste them on running to your locker.*
* Follow directions the first time they are given.
* Maintain non-disruptive behavior.

**Required/ recommended supplies-**

* 2” binder
* Highlighter
* Wipes
* Loose leaf paper
* Pencils
* Blue/Black pens
* Colored pencils
* **Kleenex and wipes– these will be used in the class all year. If each student brings one box, we will survive flu and allergy season =)**

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| **LATE POLICY** |
| At Vista PEAK, we strive to promote responsibility and readiness for post-secondary opportunities. In order to help prepare your student, the social studies department has implemented this late work policy. Please contact your teacher if you have questions.   1. Late work will **not** be accepted for formative assignments and work habits grades.    1. If a student has an excused absence, they may turn the assignment in 1 day late for credit.    2. If there are special circumstances the teacher needs to know please contact the teacher in advance. Communication is key. 2. Summative assessments may be accepted late with a .5 (out of the 4 point scale) deduction per day. |

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| Honors Designation |
| Students registered in the Honor’s section of this course, are required to engage in intensive supplemental learning both inside and outside of the classroom.  Failure to complete honor’s assignments will result in at least a full letter grade reduction in their final grade. |
| Class Participation/Attendance | |
| Classroom participation and consistent attendance are crucial for students to be successful in learning the material and scoring well on assessments. It is the student’s responsibility to be accountable for their learning in class. Therefore, if a student misses class it is also their responsibility to ensure that they make up missed work or learning. **Utilize the class website to check on missed assignments and activities.** | |
| Responsible Technology Use | |
| All students are given the privilege of utilizing our state of the art technological tools including iPods, iPads, Netbooks, Laptops, Google accounts etc. and are expected to follow the guidelines for technology use as outlined in the Acceptable Use Policy. Students shall not:  · Utilize the school system computer network for any illegal activity.  · Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate.  · Use or display copyrighted or otherwise licensed material without specific permission or authorization  from the appropriate party.  · Utilize the network for commercial purposes.  · Post, use, or download any files that cause congestion or impede network operations.  · Trespass in or vandalize another’s files, folders, data, or work.  · Post anonymous messages or in any way misrepresent one’s own identity.  · Use an account password of another user.  · Use abusive or otherwise objectionable language in any message.  · Use e-mail to promote the annoyance, attack, or harassment of others.  Consequences for misuse may include, but are not limited to, suspension of equipment access, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate. | |

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***Detach here. Keep the syllabus for your records, and return the bottom signed portion.***

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(print)

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