



U.S. History 2012-2013
Social Studies: Grade II
Course Syllabus

Instructors: Ms. Onyezia Room: 316
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Walk-In Hour: after school from 3:15-3:45 pm

Welcome to your United States History Course!

Course Description:

In this course we will begin with an overview of pre-colonial America and exploration of it, and then begin our first complete Unit with the American Revolution. We will then explore the history of the United States to World War II and then cover that era to the present through a comprehensive research project in the form of a history fair. The course has three main thrusts: learning essential historical content, fostering the ability to think historically including identifying themes, patterns, and trends of historical change, and finally, developing and refining essential reading, writing, speaking, and research abilities to convey this knowledge competently. The course uses the R E S P E C T acronym as an organizing principle, a set of seven lenses through which we will examine each historical era and make comparisons across historical eras. R E S P E C T stands for: Religious, Economic, Social, Political, Educational, Cultural, and Technological.

We will use a number of the same methods that Historians use when learning about history. We will pose questions about history, read and analyze primary source documents, take notes, write essays, participate in debates, and take quizzes and tests. You will work individually, with partners, in small groups, and as one large class. Discussions are an important part of the class as participation is expected. As scholars, you learn more when you explain your ideas to others.

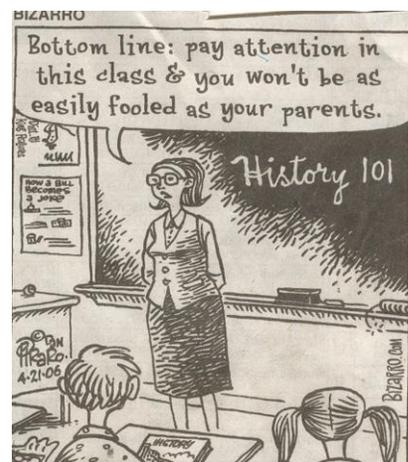
Welcome to U.S. History!

You are expected to have a notebook, pen, binder and your textbook for class each day.

Have a notebook at least with 100 pages, or at least a 2-subject notebook.

Any collected work should have the following official school CtK heading:

- First Name Last Name
- Date
- Class and Period Number
- Assignment Description/Title
- AMDG – Grad at Grad of choice



Course Outline: (subject to change!)

Semester 1

- ❖ **Unit 1: The Colonies and New World Formation (2 weeks)**
 - How did exploration impact the region now known as North America?
 - What role did economics play in the formation of the colonies?
- ❖ **Unit 2: Foundations of the American Republic (4 weeks)**
 - What was the tension between the Americans and the British?
 - What gave the colonists the courage to stand up to the English empire?
 - What were the social and political discussions in the colonies prior to the start of the Revolutionary War?
 - What was the Declaration of Independence and how did it further the cause of the colonists?
- ❖ **Constitution Exam (graduation requirement)**
- ❖ **Unit 3: The Nation Expands: Westward Expansion, Immigration, and Industrialization (3 weeks)**
 - What are the characteristics of an American?
 - What are the essential components of a well written persuasive essay, and how do you organize a coherent well written argument?
 - How did expansion and the concept of Manifest Destiny influence American policies?
 - How did immigration impact urban growth in America?
- ❖ **Unit 4: The Re-founding of the American Republic: Sectional Crisis, Civil War, and Reconstruction (6 weeks)**
 - What were the implications of the Missouri Compromise and the battle over state's rights?
 - How did the economic policies of the North impact the South and vice versa?
 - Could the nation have survived had the South won the Civil War?
 - What was the lasting impact of the Reconstruction period?
- ❖ **Course Midterm (Semester I Final)**

Semester 2

- ❖ **Unit 5: America Steps into the 20th Century: Progressivism at Home, Growing Influence Abroad (4 weeks)**
 - How did the cultural growth of this period impact the political and foreign policy of the US?
 - America: mosaic or melting pot?
 - What changes define this period as it pertains to religion, culture, and media?
 - How did WWI define (or redefine) this period known as progressivism?
- ❖ **Unit 6: The Roaring 20's, the Great Depression, and WWII (4 Weeks)**
 - What made the US culturally and economically prosperous in the 1920's?
 - How did FDR's political philosophy differ from Hoover's and how did their policies impact the US economy?
 - Did the New Deal accomplish what FDR envisioned?
 - What was the lasting impact of WWII on both the US and Europe?
- ❖ **Final Project: A Post-WWII World (5 weeks)**
 - How was the Cold War unlike any other war in American History?
 - How did the Civil Rights era and the Vietnam War influence and change American culture?
- ❖ **End-of-Course Assessment (Semester II final)**

Grading Scale:

A: 94-100%	B+: 90-91%	C+: 82-83%
A-: 92-93%	B: 86-89%	C: 78-81%
D+: 74-75%	B-: 84-85%	C-: 76-77%
D: 70-73%	F: 0-69%	

Grade Categories and Weights:

- ✦ Midterm/Final: 15%
- ✦ Tests/Quizzes: 30%
- ✦ Homework: 15%
- ✦ Class Work and PPD Points: 20%
- ✦ Projects/Papers/Presentations: 20%

*It is extremely important to be aware of grade percentages.

Textbook:

Brinkley, Alan. *American History: a Survey*. New York: McGraw-Hill Higher Education, 2009. Print.

*Bring textbooks, binders and a pen to class everyday.

Late Work Policy:

Late work will be accepted until the end of the quarter for up to a maximum of 70% of the original grade. Late work must be submitted with an attached late work sheet. Absences have a 2 day time frame to turn in work. Anonymous work will be stapled on the wall of anonymity and marked as a zero until claimed and proven to be yours.

Classroom Management System:

Daily points will be awarded based on three core principles: **Preparation, Participation and Discipline (PPD)**. Your goal is to maintain all your daily PPD points and you can even earn extra credit when you go above and beyond. This is the only official opportunity to gain extra credit points in this class. **Preparation** means you come to class prepared with your notebook, binder, a pen, and textbook EVERYDAY. **Participation** means that you participate in all class activities, take part in class discussion, and in group activities. **Discipline** means you follow all school and class rules and do not violate or disrespect your peers, teacher and yourself. The class rules are posted in the classroom and all the official school rules from the school handbook apply in class. Failure to follow these rules will result in the following repercussions, in this order for the most part, and according to the teacher's discretion:

1. Loss of Daily PPD points
2. Demerit(s)
3. Call Home to Parent/Guardian
4. Referred to Dean

Bathroom Policy:

Each student has 2 emergency bathroom passes per semester. Usage of these passes will be recorded with your daily PPD points. If you go over on usages per semester, loss of daily PPD points will apply. If student has a medical condition please have parent contact me.

Expectations:

- ✦ You will be expected to follow all school rules regarding unexcused absences, tardies, electronic devices, eating, etc.
- ✦ All behavior expectations as set in the student hand book will be enforced.
- ✦ You will be expected to be responsible for yourselves. Your teacher will certainly do anything to help you in this class or outside of this class: however, you are responsible for your academic achievement, please do not hesitate to ask for help!

Binder Checks:

- ✦ Each student will need a binder for the course. Binders will be provided for students, unless they have their own that they would like to use. Labels for their name and course will be on each binder.
- ✦ Each binder must have 5 tabs labeled Do Nows/Exit Tickets; Notes; Handouts; Graded Work/Assignments; and Tests/Quizzes in that order
- ✦ Binder checks will be done for each unit and worth 25 points. Binder checks will be under the Classwork and PPD grade.

Course Outcomes:

By the end of the course, students should be able to:

- ❖ Describe and identify the characteristics of the 13 colonies and the impact exploration had on their development.
- ❖ Evaluate the events that led to the formation of the United States and its government.
- ❖ Describe the progression and growth of the United States in multiple realms of society.
- ❖ Explain the causes and effects the Civil War had on the nation and the “peculiar institution” of slavery.
- ❖ Trace the patterns of the treatment of foreigners and immigrants and understand the implications of nativism.
- ❖ Analyze the role of government in the formation of major US policies in response to global and domestic issues.
- ❖ Examine the impact the major US wars had on foreign and domestic policy.
- ❖ Write a coherent and organized essay using primary and secondary historical sources for textual evidence to support a claim.
- ❖ Organize class assignments and notes using a structured binder and note-taking system.

RETURN ONLY THIS PAGE TO YOUR TEACHER

*******This form needs to be signed and is due a week from when you received the form. Keep the above pages for your class reference and for the syllabus QUIZ.*******

Syllabus Agreement

When signed, return just this page to your teacher, and keep syllabus for your reference. We have read, discussed, and understand the course syllabus for this class.		
Student's Name (Print)	Student's Signature	Date
Parent/Guardian's Name (Print)	Parent/Guardian's Signature	Date
Parent/Guardian Contact Phone Number:		
*Please include the best number that you would like the teacher to contact you at for anything related to your student's performance in this class. A welcome call will be made upon receiving this form to welcome parents and guardians and to verify this as the correct phone number for the student's parent/guardian. The teacher contact information is at the very top at the beginning of this syllabus.		

For student and parent/guardian:

If you have any suggestions, questions or concerns for the teacher based on this syllabus write here:
