

Syllabus: U.S. History

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NYOS Charter School
2014-2015

COURSE DESCRIPTION	<p>This course is intended to teach students about United States History from the Reconstruction Period to the 21st century. The course will be taught in the following units:</p> <p><u>First Quarter:</u> Westward Expansion, Gilded Age, and Progressive Era <u>Second Quarter:</u> Imperialism, World War I, Roaring 20's, and Great Depression <u>Third Quarter:</u> World War II, Cold War, Civil Rights Movement <u>Fourth Quarter:</u> New Conservatism and U.S. to the Present</p>
COURSE OBJECTIVES	<p>The goals of the class are to develop:</p> <ol style="list-style-type: none"> 1. Understanding of the principle themes in U.S. History since Reconstruction 2. Ability to analyze historical evidence 3. Ability to analyze and to express historical understanding in writing and other forms of communication.
ASSESSMENTS	<p>Unit Tests Multiple-choice tests will be given at the end of each unit. Unit Road Maps: Students will be provided a "Road Map" for each unit that includes an overview of the unit and a list of significant terms. Students will define the terms over the course of the unit. Road Maps, with the terms defined, will be turned in on the day of the test for a homework grade per page.</p> <p>Essays The ability to write an effective essay is a skill developed through practice. Students will frequently be required to interpret and analyze documents, and to write and edit thesis statements, essay outlines, and essays.</p> <p>Quizzes Students will take 1 or 2 quizzes per unit. Quizzes will include multiple-choice and short answer questions.</p> <p>Current Event Responses (CERs) Each quarter students will be responsible for turning in two current event responses (CERs). CERs must be on important news topics (sports and pop-culture articles are not accepted, unless approved by me at least one week before CER is due). The first week of the quarter we will go over expectations of the current events response. Articles must be attached to the current event response. On the day CERs are due, students will lead the class in discussion on their current event. Students will receive a participation grade in addition to the response they turn in.</p>
GRADING	<p><u>Quarter Grade:</u></p> <p>Major Grades - 40% Unit tests, essays, projects Current Event Responses - 20% Quiz Grades - 15% Daily/Homework Grades - 15% Participation - 10%</p> <p><u>Late Work:</u> Student assignments should be turned in on time at the beginning of each class. NYOS 10th - 12th grade late work policy is as follows: 1st - 3rd day late: 70% of overall grade 4th day and beyond: No credit</p>

	<p>Make-up Work: Work assigned prior to an absence (and due the day of an absence) is due immediately upon the student's return to class. Work assigned on the day of the absence is due within three days of the absence. Students who are absent for a test will take an alternate version on the day they return to school.</p> <p>If you are on campus the day an assignment is due but do not show up to class, you must turn in the assignment before leaving campus to not be considered late. Students who have pre-arranged absences (athletics, field trips, doctor's appointments) should plan to take their tests BEFORE their scheduled absence or at some other time determined by the teacher.</p> <p>Students are responsible for picking-up any handouts, getting copies of notes from classmates, and making an appointment to take any make-up quizzes or tests they may have missed. You are encouraged to email me if you are absent in order to stay on top of assignments.</p>
MATERIALS	<p>Students are to come to class daily with the following: Pencil or blue/black pen Notebook/paper Binder for unit materials</p> <p>Please bring the following items to class in the first week of school: Last name A-M: 2 boxes of tissues Last name N-Z: Dry erase markers</p>
TEXTBOOKS AND RESOURCES	<p>The Americans, Texas: Student Edition, Reconstruction to the 21st Century, 2003. MCDUGAL LITTEL</p>
CONDUCT	<ol style="list-style-type: none"> 1. Come to class prepared and on time 2. Follow all directions the first time given 3. Use appropriate classroom behavior and language 4. Respect the rights, feelings, and property of others <p>Students will be marked tardy if they are not in their seats and working at the start of the class.</p> <p>Cell phones, headphones, and other electronic devices are specifically prohibited unless otherwise directed by teacher.</p> <p>Individual problems or grievances should be discussed privately with the teacher outside of class.</p>
RESPONSIBILITIES	<p><u>Responsibilities of the Teacher:</u> Teach the strategies, skills, and concepts needed for students to be critical thinkers and active citizens. Remain in contact with parents about student progress and behavior.</p> <p><u>Responsibilities of Parents:</u> Encourage students to strive toward academic excellence. Support the teachers. Monitor student's progress by asking questions, reviewing grades, and checking class website.</p> <p><u>Responsibilities of the Student:</u> Develop independent learning skills. Seek academic assistance when necessary. Manage time appropriately. Keep parents informed of class assignments and progress.</p>