

US HISTORY

George Washington High School

SY 2015 - 2016

Instructor: Mr. Chris Gombar
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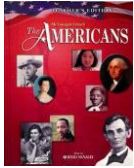
Course Objectives:

This course is designed to provide an overview of United States History. Throughout the year the focus will be on those people and eras with the most profound impact upon the present through their political institutions, economic activities, social structures, religious beliefs and practices, cultural achievements, and technological innovations. The course is also intended to develop students' communication and reasoning skills through activities requiring reading, writing, oral presentations, group work, map and graph interpretation, and critical analysis of historical sources and artifacts.

A chart indicating the GDOE Content Standards for US History and the aligned Common Core Literacy Standards has been attached to this syllabus. Additional information regarding these standards can be acquired via the following link:

<https://sites.google.com/a/gdoe.net/curriculum-and-instruction/home/content-standards-1>

Text: *The Americans*, McDougal – Littell 2007



Distribution of texts to individual students will be dependent on the number of books available. Online versions of the text will be available via the class website. ***Students will be referred to the GWHS Business Office for financial obligation if textbooks are not properly returned or seriously damaged.***

Required Materials: Black/ blue ballpoint pen and pencil
Composition Notebook (college ruled)
Notebook (spiral/ glue bound) for lecture notes
Filler paper (college ruled) for homework/ assignments
A binder/ folder is highly recommended for this class

GRADING POLICY

CALCULATION OF GRADES

Quarter grades will be determined by the total points earned divided by the total points possible per quarter.

Semester grades will be determined using the following calculation:

1 st / 3 rd Quarter	-	45%
2 nd / 4 th Quarter	-	45%
Semester Exam	-	10%

PLEASE NOTE THAT IT IS YOUR SEMESTER GRADE THAT WILL DETERMINE WHETHER OR NOT YOU RECEIVE CREDIT FOR THE COURSE.

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

GRADE REPORTING: Report cards will be issued at the end of every quarter. A mid-quarter progress report will be sent home during the middle part of each quarter. All students are to have the mid-quarter progress reports signed by a parent/guardian and returned promptly.

PROPOSED COURSE OUTLINE

- I. Colonization and American beginnings
- II. A New Nation
- III. Growth and Disunion (The Civil War era)
- IV. Migration and Industrialization
- V. Modern America Emerges/ World War I
- VI. The 1920's and the Great Depression
- VII. World War II
- VIII. An Era of Social Change (Civil Rights and the Vietnam era)
- IX. Present Day America

COURSE ACTIVITIES

All students are expected to contribute to the class by way of asking questions or commenting about the material being explored. PLEASE COMMUNICATE WHAT IS ON YOUR MIND. THE QUESTION YOU MAY HAVE MAY NOT ONLY HELP YOU, BUT OTHERS AS WELL.

HOMEWORK/IN CLASS ASSIGNMENTS/ CURRENT EVENTS/ WEB-BASED ASSIGNMENTS: Assignments should be complete, turned in on time, and neatly written in either blue or black ink.

QUIZZES: Most quizzes will be announced. However there may be times when a quiz will be administered in an unannounced manner. This is done to ensure that study habits are consistent.

PROJECTS: You can expect to complete at least one project each quarter. Requirements for projects will be reviewed in detail as the course progresses.

TESTS: All material discussed during lectures, homework and class work will be included on tests. Make-up tests may be arranged with the instructor (see make-up policy below).

SEMESTER EXAM: An exam will be given at the end of each semester. The exam will cover all the information discussed throughout the semester and will account for 10% of the semester grade.

FIELD TRIPS: Instruction can be greatly enhanced with experiences outside the classroom. Timing, availability of buses, and availability of substitutes are factors in determining whether field trips will take place. Parents/ guardians will be notified in advance of any upcoming field trips. Students will *not* be penalized for choosing not to attend field trips however; alternate assignments will be given to those who choose not to participate in fieldtrips.

MOVIES: On occasion full length films and documentaries will be shown to supplement topics/ units being discussed in this class. Films will have various ratings used by the Motion Picture Association of America's film-rating system (*including those rated PG-13 and R*) and ALL films will be reviewed for educational purposes. Films will explore sociocultural, artistic, political and specific era events. We will also view films as art, propaganda, communication and analyze the effects of film on American and Global society. **Parents may contact me regarding video/ multimedia content shown in this class.**

MAKE-UP POLICY

Homework may be made up if a student is EXCUSED on the day(s) he/she was absent. You will be allowed no more than 2 days to complete the assignment.

Tests will be made up on the day the student returns provided he/she is EXCUSED for the day missed. If a student misses 2 or more days prior to a test day, arrangements may be made with the instructor for an extension.

IT IS THE STUDENTS RESPONSIBILITY TO NOTIFY ME OF ANY MAKE-UP ASSIGNMENTS OR TESTS. IF NO ATTEMPT IS MADE TO MAKE ARRANGEMENTS WITH THE INSTRUCTOR FOR PROPER MAKE-UP THE STUDENT WILL AUTOMATICALLY RECEIVE A ZERO FOR THE TASK(S) MISSED.

CLASSROOM RULES

The rules and policies established in this classroom are consistent with those in the 2015-2016 GWHS Parent/ Student Handbook. **YOU ARE RESPONSIBLE FOR REVIEWING THE INFORMATION IN THE HANDBOOK.** The violation of any rules in this class will result in a verbal warning, communication with parents/ guardians if the violation continues, and finally, referral to the school administration if the behavior continues.

Respect: All students will show a high degree of respect for the instructor, fellow classmates, guest speakers, and the classroom. Disrespect **WILL NOT** be tolerated

Time Management: Students are to use their time efficiently and effectively. Avoid absences. **Tardiness will be dealt with accordingly.**

Cleanliness: Students are responsible for the general upkeep of the classroom. Students will be solely responsible for their immediate area (desk, chair, floor, and classroom materials). Gum, food, and drinks are not allowed in the classroom at anytime.

Off-Limit Areas: The following areas are off limits to all students unless the instructor gives permission:

1. Instructor's desk;
2. Classroom cabinets, drawers, windows, and doors;
3. Other student's property (bags, purses, books, etc.)

Electronic equipment: Per GWHS School Policy SY 2015-2016, electronic equipment including pagers, CD players, mp3 players, portable video games, digital cameras, etc., are not allowed in school at any time. Violation of this policy will result in confiscation and disciplinary action by the school. **Cell phones must be put away and turned off during instructional time.**

Parents are encouraged to discuss with students, on a daily basis, the material covered and to enhance lessons/ activities by communicating real-life experiences and/or opinions on the material covered.

GDOE UNITED STATES HISTORY CONTENT STANDARDS

Standard Number	GDOE United States History Content Standard		CCSS Literacy Standard
Standard 1: Culture	US.1.1	Analyze primary and secondary source documents, records, and data, including artifacts, diaries, letters, journals, photographs, newspapers, historical accounts, and art, to increase understanding of events and life in the U.S.	11.RLHS.2 11.RLHS.8
Standard 2: History	US.2.1	Evaluate the authenticity, authority, and credibility of sources.	11.RLHS 11.RLHS.8
	US.2.2	Formulate historical questions and defend findings based on inquiry and interpretation.	11.RLHS.7 11.RLHS.9
	US.2.3	Interpret the significance of excerpts from famous speeches and other documents.	11.RLHS.2 11.RLHS.4 11.RLHS.5 11.RLHS.8
	US.2.4	Describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and Native Americans.	11.RLHS.2 11.WLHS.2a-e
	US.2.5	Evaluate the events and issues of the Revolutionary Period, including the following: <ul style="list-style-type: none"> • How the political ideas of John Locke and those expressed in <i>Common Sense</i> helped shape the Declaration of Independence • How key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy • The political differences among the colonists concerning separation from Great Britain • Reasons for colonial victory in the Revolutionary War 	11.RLHS.2 11.RLHS.4 11.RLHS.5 11.RLHS.8
	US.2.6	Describe the American constitutional government at the local level, including the following: <ul style="list-style-type: none"> • The structure and powers of the local government The relationship of local government to the state government • An explanation of the lawmaking process 	11.RLHS.2 11.WLHS.2a-e
	US.2.7	Discuss the origin, interpretation, effects, and application of certain documents.	11.RLHS.1 11.RLHS.2 11.RLHS.4 11.RLHS.5 11.RLHS.8
	U.S.2.8	Describe the major events from the last decade of the 18th century through the first half of the 19th century, including the following: <ul style="list-style-type: none"> • The principles and issues that prompted Thomas Jefferson to organize the first opposition political party • The economic, political, and geographic factors that led to territorial expansion and its impact on Native Americans • The reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation • The cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union 	11.RLHS.1 11.RLHS.2

	US.2.9	<p>Analyze the Civil War and Reconstruction Era and their importance as major turning points in American history, including the following:</p> <ul style="list-style-type: none"> • The multiple causes of the Civil War; the role of the institution of slavery as a principal cause of the conflict • The major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass • The significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address • The political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the U.S.Constitution • The social impact of the war on African Americans, the common soldier, and the home front Post-war contributions of key leaders of the Civil War 	<p>11.RLHS.2 11.RLHS.3 11.WLHS.2a-e</p>
	US.2.10	<p>Analyze how the nation grew and changed from the end of Reconstruction through the early 20th century, including the following:</p> <ul style="list-style-type: none"> • The relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union <p>The transformation of the American economy from a primarily agrarian to a modern industrial economy and identification of major inventions that improved life in the U.S.</p> <ul style="list-style-type: none"> • The causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement 	<p>11.RLHS.2 11.RLHS.9 11.WLHS.2a-e</p>
	US.2.11	<p>Evaluate the emerging role of the U.S. in world affairs, including the following:</p> <ul style="list-style-type: none"> • The changing policies of the U.S. toward Latin America and Asia and the growing influence of the U.S. in foreign markets • The U.S. involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations 	<p>11.RLHS.2 11.WLHS.2a-e</p>
	US.2.12	<p>Describe key domestic events of the 1920s and 1930s, including the following:</p> <ul style="list-style-type: none"> • How radio, movies, newspapers, and magazines created popular culture and challenged traditional values • The causes and consequences of the stock market crash of 1929 <ul style="list-style-type: none"> • The causes of the Great Depression and its impact on the American people • How Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy 	<p>11.RLHS.6 11.RLHS.2 11.WLHS.9</p>

	US.2.13	<p>Examine the events of World War II, including the following:</p> <ul style="list-style-type: none"> • The causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor • The major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan • The role of all-minority military units, including the Tuskegee Airmen and Nisei regiments • The Geneva Convention and the treatment of prisoners of war during World War II • The Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals 	<p>11.WLHS.7 11.WLHS.8 11.WLHS.6 11.RLHS.2</p>
	US.2.14	<p>Describe the effects of World War II on the home front, including the following:</p> <ul style="list-style-type: none"> • How the U.S. mobilized its economic, human, and military resources • The contributions of women and minorities to the war effort <p>The internment of Japanese Americans during the war</p> <ul style="list-style-type: none"> • The role of media and communications in the war effort • The U.S. liberation of Guam 	<p>11.RLHS.1 11.RLHS.2 11.RLHS.3</p>
	US.2.15	<p>Explain U.S. foreign policy since World War II, including the following:</p> <ul style="list-style-type: none"> • The outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan. The origins of the Cold War, the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe • The role of America’s military and veterans in defending freedom during the Cold War • The collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy 	<p>11.RLHS.3 11.WLHS.2a-e</p>
	US.2.16	<p>Describe the Civil Rights movement of the 1950s and 1960s, including the following:</p> <ul style="list-style-type: none"> • The importance of the <i>Brown v. Board of Education</i> decision • The importance of the National Association for the Advancement of Colored People (NAACP) • The 1963 March on Washington • The Civil Rights Act of 1964 • The Voting Rights Act of 1965 	<p>11.RLHS.7 11.WLHS.1a-e</p>
	US.2.17	<p>Analyze economic, social, cultural, and political developments in recent decades and today, including the following:</p> <ul style="list-style-type: none"> • The role the U.S. Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law • The changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy 	<p>11.RLHS.2 11.RLHS.3 11.WLHS.1a-e</p>

		<ul style="list-style-type: none"> • How the media influences contemporary American culture and how scientific and technological advances affect the workplace, health care, and education • The impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988 • The role of government actions that impact the economy • The role of the U.S. in a world confronted by international terrorism 	
Standard 3: Geography	US.3.1	Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.	11.RLHS.3
Standard 4: Government and Civics	US.4.1	Communicate findings about American history in oral and in analytical essays or comprehensive papers.	11.WLHS.2a-e
	US.4.2	Develop skills in discussion, debate, and persuasive writing with respect to enduring issues in American history and determine how divergent viewpoints have been addressed and reconciled.	11.WLHS.1a-e 11.WLHS.8
	US.4.3	Describe the American constitutional government at the local level, including the following: <ul style="list-style-type: none"> • The structure and powers of the local government The relationship of local government to the state government <ul style="list-style-type: none"> • An explanation of the lawmaking process 	11.RLHS.2 11.WLHS.2a-e
Standard 5: Economics	US.5.1	Analyze the effects of economic policies on the U.S.	11.WLHS.7 11.WLHS.9

Please sign and return the bottom portion of the form. Thank you.

GWHS – US HISTORY (2015-2016)

Signing this syllabus indicates that you fully understand the requirements, rules, and consequences contained in this syllabus. Please be advised that the instructor may alter this syllabus in order to enhance the effectiveness of learning in the class. May you have a wonderful and successful school year.

Student signature:

Parent signature: