



UNITED STATES HISTORY
2016-2017 COURSE REQUIREMENTS

Mr. Anderson

Room #316

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Email is the best way to reach me!

Learning Targets: Learning Targets are central to this class. Learning Targets are used to guide my teaching and student learning. We expect students to understand and keep track of their own learning. At any point in the year, you should be able to ask your student where they stand on any learning target. The following learning targets represent the skills students will leave U.S. History with at the end of Trimester 1. These targets are assessed throughout the trimester. The gradebook will reflect each learning target with formative and summative assessments.

Trimester 1 Learning Targets:

Essential Question - How was the United States set up to have a division between North and South?

Unit 1 Exploration and Colonization - (approximately 2 weeks)

1. Understand the reasons for American colonization
2. Understand the effect of early colonization on Native Americans
3. Understand the differences between the Industrial North and the Agricultural South

Unit 2 Revolution and Federalism - (approximately 3 weeks)

1. Understand why the Colonies declared their independence from Britain
2. Analyze the factors that led to the Americans defeat of the British.
3. Understand the differences between the Federalists and Antifederalists and how the debate is still being played out today.

Unit 3 Antebellum America (approximately 3 weeks)

1. Understand the changes in the Presidency from Jefferson to Jackson
2. Understand the role that Manifest Destiny played in Western Expansion
3. Understand how Slavery and The South evolved in the first half of the 19th Century

Unit 4 Slavery and the Start of the Civil War (approximately 2 weeks)

1. Understand the two main causes of the Civil War and some of the events that represent those causes.
2. Understand the impact and implications of slavery on the United States and on the division between north and south.



Unit 5 The Civil War

1. Understand the reality of what life was like during the Civil War for the soldiers and the people back home.
2. Understand the greatness of the Lincoln presidency
3. Understand the why the North was victorious in the war

Trimester 2 Learning Targets

Unit 6 Reconstruction and the Western Frontier

1. Understand the conditions of the post Civil War South and the federal government's policies for rebuilding the South.
2. Understand the triumphs and challenges for African Americans in the post Civil War South.
3. Understand the reasons for the collapse of Reconstruction
4. Understand the settlement of the Great Plains and West during the late 1800's and it's effect on Native Americans

Unit 7 Imperialism and World War I

1. Understand how America's role in the world changed in the early 20th century.
2. Understand the causes of WWI and why the US intervened

Unit 8 Progressive Era

1. Understand the rise of the industrial America and how the poor conditions led to Labor Unions.
2. Understand how government was used to bring progressive reforms to the masses
3. Understand how women were able to gain suffrage.
4. Understand the cultural impact of the 1920's as a reaction to WWI and the Progressive era.

Unit 9 Great Depression/ New Deal

1. Understand how booming economies, deregulation and corruption lead to economic depressions.
2. Understand the impact of depressions on American economy and culture.
3. Understand why government programs implemented to help during a depression, on both the economy and the morale of the people.

Unit 10 WWII

1. Understand the causes of WWII
2. Understand the experiences that Americans went through during the war
3. Understand the reasons why President Truman dropped that Atomic Bomb on Japan and the repercussions on that decision



Trimester 3 Learning Targets

Unit 11 1950s/Beginnings of the Cold War

1. Understand the causes of the Cold War.
2. Analyze the post war economic boom and the fear Communism
3. Understand the competition between the United States and the Soviet Union

Unit 12 The Civil Rights Movement

1. Understand the development of different rights movements in the 1960's and analyze the social and political impact those movements had on the United States.

Unit 13 The Vietnam War Era

1. Understand the causes of US involvement in Vietnam.
2. Trace the evolution of public support for American involvement in Vietnam and the factors that played a role in shaping it.
3. Understand the Watergate scandal and the emerging distrust of government.

Unit 14 The 1980's and the Fall of Communism

1. Understand the causes and implications of the Iran Hostage crisis
2. Understand how the US was able to win the Cold War
3. Understand the causes and effects of the Gulf War

Unit 15 The 1990s and Beyond

1. Understand the Clinton administration and the economic boom of the 1990's.
2. Understand the September 11th terrorist attacks and the government's anti-terrorism efforts.
3. Understand and analyze the wars in Iraq and Afghanistan.
4. Analyze the historic 2008 election and the social and political implications of the Obama administration.

Overall grade: The overall grade will be made up of 2 categories: Formative Assessments (20%) and Summative Assessments (80%). Behavior grades will not be calculated into the final percentage, but it will be assessed.

Behavior grade: Throughout the year, students will be assessed on their behavior, attendance and completion in order to seek improvement on different skills.

Practice/Formative Assessments: Homework and formative assessments comprise 20% of a student's overall grade and will be emphasized as essential pathways to the understanding of U.S. History learning targets. I believe students need to use homework/formative assessments as practice for final summative



assessments. This recording will help me track students' progress and find where each student may need specific help.

Summative Assessments: This category makes up 80% of students' grades in the course. It is my intention to have this section clearly reflect what each student *knows* in a detailed and specific manner. To help make grades more clear and useful, I have prepared a detailed set of learning targets for students to master throughout the trimester. Unit exams and projects will be recorded in this category.

Late Work: I will accept formative assessments until the date of the summative assessment. NO formative assessment will be accepted after the unit assessment. If you are absent for a summative assessment you required to turn in all formatives on the date you take the summative.

Assessment Corrections: Students will have the ability to earn back up to ½ the points they lost on the Summative Assessment. In order to do corrections on a summative assessment, students must have ALL graded formative assessments turned in by the end of the school day the day of the Summative Assessment. Students will have **ONE WEEK** from the date which the Summative Assessment is returned to complete the corrections.

Scoring: Each Learning Target will be graded out of 10 points and recorded as an individual component in the gradebook. In general, scores will correspond with the following levels of achievement; however, specific learning targets and assessment scores will be provided throughout the course.

Rubric Score	Description of Achievement
10, 9.5 & 9	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
8.5 & 8	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (that were explicitly taught in class)
7.5 & 7	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
6.5 & 6	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.



5.5 ↓	The student did not participate or turn in any knowledge to be assessed or the level of achievement on assessment did not meet expectations.
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CLASSROOM PROCEDURES

1. **Beginning of Class:** Be on time! (Tardy students will not be allowed to enter class without a pass.) Sit in your assigned seat. Have your materials ready (book, paper, pencil/pen, planner).
2. **During Class:** Work on activities and assignments during class. Use your time wisely! Actively participate with your class during discussions.
3. **Leaving Class:** If you need to leave class, ask the teacher at an appropriate time. Passes to the bathroom, locker, etc. will ONLY be written by teacher at an appropriate time. No one will be allowed to leave the classroom in the first and last 5 minutes of class. Abuse of pass use (gone longer than 5 minutes, not returning to class, etc.) will result in losing your pass privileges and may result in loss of the pass for the entire class.
4. **End of Class:** Clean up your materials and throw away garbage. Remain seated until the teacher dismisses you.

CLASSROOM EXPECTATIONS

1. **Follow ALL school policies and expectations that are covered in the student handbook.**
 - Specifically: no electronic devices, no headwear, no coats or jackets including letter jackets
2. **Students are expected to be respectful of all class members** (including students, teachers, other staff, administrators, and guests) **and of all school property** (including desks, chairs, walls, books, flooring, and any equipment or electronics).
3. **Students are expected to complete all work and take all tests on designated dates.**
 - **For excused absences:** It is the student's responsibility to get their make-up work and schedule make-up tests outside of class time (before/after school or Academic Seminar). Any work due on the missed day(s) must be turned in the day you return to school. Make sure to ABSENT on the top of the assignment to make sure I know you were gone.
 - **For unexcused absences:** No credit will be given for work done on a day that a student was absent for unexcused reasons.
 - A student who has accumulated four or more unexcused absences in a class will not earn credit for that class unless the student makes up the academic time.
 - Academic time can be made up during teacher office hours or school tutoring
 - **For late work:** All work must be turned in by the day of the Summative Assessment.
4. **Students** found cheating, over collaborating (copying) on a project or an assignment, or plagiarizing a paper or speech, that student will have a behavior referral written for them and they will still have to complete the assignment plus any additional work assigned by administration.
5. Due to the graphic nature of some of the topics we cover in class, example slavery and WWII, we will be viewing some films that have violence and foul language. If you have questions, please contact Mr. Anderson.
6. **Liquids:** Only pop, soda, water, and juice with a cap allowed in class. Food maybe eaten in class as long as it does not disrupt the class.



CONTACT INFORMATION

I am always available to help students with questions on their US History work. Parents/guardians may contact me with questions and to get updates on their student's academic progress. You can contact me in several ways:

- Phone Number: 952-681-5168
- Email Address: jranders@isd271.org
- Website: Access it through the School's Website or the Hub – All notes and electronic assignment will be posted on it
- Google Classroom: We will also use Google Classroom for Notes and Assignments. Class Code: 805re9

Signature Sheet for US History

- The previous pages have been a description of the general course information for US History.
- By signing this form, you agree that you have read through the course syllabus for US History and understand the school's attendance, behavior, and academic policies written in the student handbook.
- Student: You also agree to follow all of Mr. Anderson's class expectations
- Please feel free to contact me at any time with your questions or concerns at 952-681-5168 or jranders@isd271.org

Electronic Signature: type your name if you agree to the above information:

TYPE YOUR NAME HERE: