**Course Title:** American History

**Teacher:** Mr. Josh Holforty

**Email:** jholforty@isd271.org

**Web Site:** http://www.mrlocke.com/US\_History/book.html

**Extra Help:** M-Th 12:30-3:30

**Course Description:**

United States history is a three trimester class which analyzes the political, social, and economic development from colonization through the 21st century.  Students will examine how change occurred over time within society as a result of the major events throughout our history.  The primary goal is to foster an appreciation for the history and culture of the nation in which they live.

The study of these eras will facilitate students’ ability to:

* Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
* Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Students will illustrate the influence of diverse ideals or beliefs on a theme or an event in the historical development of the United States.

**Essential Questions**

• What is an American?

• How have we changed over time? (politically, socially, economically)

• What is our relationship to the rest of the world?

**Essential Standards**

**Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.**

1. Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.  (9.4.1.2.1)

2.Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.  (9.4.1.2.2)

The student can:

1. Demonstrate knowledge of the causes, course, and consequences of the American Revolution by:

a. Explaining the impact of the Revolutionary War on groups within American society, including loyalists, patriots, women and men, Euro-Americans, enslaved and free African Americans, and American Indians.

2. Demonstrate knowledge of the long-and short-term causes of the Civil War by:

a. Identifying and explaining the economic, social, and cultural differences between the North and the South.

3. Understand the origins and impact of Great Depression and the New Deal, 1929-1940 by:

a. Citing the causes of the Great Depression and how it affected Americans in all walks of life; and

b. Explaining how the New Deal addressed the Great Depression and transformed American federalism.

4. Understand the origins of World War II, the course of the war, and the impact of the war on American society by:

a. Explaining the international background of World War II and the debates over American involvement in the conflict; and

b. Citing key leaders and events of World War II and how the Allies prevailed.

5. Understand the Cold War, its causes, consequences and its military conflicts by:

a. Analyzing key events of the Cold War and the causes and consequences of the Korean War; and

b. Analyzing America’s involvement in the Vietnam War.

6. Understand the changes in legal definitions of individual rights in the 1960s and 1970s and the social movements that prompted them by:

a. Describing knowledge of the “rights revolution” including the civil rights movement, women’s rights movements, expansion of civil liberties, and environmental and consumer protection.

**Evaluation:**

Class work/Essays/Daily Work, Participation - 20%

Quizzes/Tests & Projects - 80%

**Description of Grading and Quality Work in American History:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A   90-100% | B  80-89% | C  70-79% | D  60-69% | F  0-69% |
| Class work and homework | Consistently on time  Exceeded stated expectations  High quality work  Mastered appropriate skills  Rarely missed assignments  Worked  independently | Consistently on time  Occasionally exceeded stated expectations  Good quality work  Mastered appropriate skills  Rarely missed assignments  Usually worked independently | Usually on time  Met stated expectations  Average quality work  Mastered  most appropriate skills  Occasionally missed assignments  Worked independently with some guidance | Rarely on time or completed  Met minimum stated expectations  Poor quality work  Mastered  some appropriate skills  Missed multiple assignments  Did not work independently | Rarely on time or completed  Did not meet stated expectations  Poor quality work  Did not master appropriate skills  Consistently missed assignments  Did not work independently |
| Essays and Projects | High quality product  Exceeded stated expectations  Consistently on time  Worked independently | Good quality product  Exceeded stated expectations  Consistently on time  Usually worked independently | Average quality product  Met stated expectations  Usually on time  Worked independently with some guidance | Poor quality product  Met minimum stated expectations  Rarely on time or completed  Did not work independently | Poor quality product  Did not meet minimum stated expectations  Not on time or completed  Did not work independently |
| Tests | Consistently scored high | Occasionally scored high | Rarely scored high | Scored below average | Failed or scored below average |

**\*Students who do not demonstrate proficiency or are below those described in the D range column will not receive credit for the class.**

**Make-Up Work Guidelines:**

     If you are absent, it is YOUR responsibility to find out what you missed. Please look at your student handbook for more information on excused and unexcused absences.

\*YOU are expected to make arrangements to make up missed work.

**Textbooks and/or Workbooks:**

*Holt The Americans Textbook*

*Holt American History/Civics Workbook*

**Student Supplies:**

# Pencils

* Blue or Black Pens
* Highlighters
* Student Binder and/or workbook
* Strongly Recommended: 512MB USB Flashdrive (or larger)

**Discipline Plan:**

**Consequences for Breaking Rules**

**1st Offense**: Warning

**2nd** **Offense**: Teacher/Student Conference

**3rd** **Offense**: Parent phone call and Office Referral

**\*\*\*ANY SEVERE DISRUPTION OF CLASS WILL RESULT IN AN IMMEDIATE REFERRAL!!!!\*\*\***

**Tardy Policy:**

* Students need to be in their seats when the bell rings (or when teacher closes door).
* Any student not in class by the time the bell rings will need to see an administrator or security staff member in order to get a pass to return to class. Adminstrators and security staff will call home or assign lunch detention to students who are tardy.
* Students need to come into class and immediately begin working on the warm-up activity.

**Electronic Devices:**

Electronic devices are not permitted during class instructional time. If a student is caught using an electronic device (cell phone, i-pod/mp3 player, handheld video game, camera, etc), the teacher will ask for the device and turn it over to an administrator. Students will need their parent to come to school in order to get the device back.

If a student refuses to give up an electronic device, they will be dismissed from school for the remainder of that day.