

U.S. History Syllabus

Garden Valley High School

Ryan Wessels

2020-2021

Curriculum:

The High School United States History curriculum is based on the standards designed by the Idaho Department of Education. In this class, students will learn the history of the United States from pre-colonial until the 21st century in a chronological and thematic way. Every effort will be made to provide hands-on opportunities, integrate technology, differentiate instruction, and present lessons in a variety of formats to suit all learning styles. Discussion and debate will play a large role in this class. Students will be required to participate in discussions, and write essays where they collaborate and solve historical issues. Students will also be asked to write a research paper.

Units & Objectives:

A New World - Objective #1 - Compare and contrast early cultures and settlements that existed in North America prior to European contact. Objective #2 - Analyze the religious, political, and economic motives of immigrants who came to North America. Objective #3 - Compare how colonization differed between European countries as well as different religious groups. Objective #4 - Relate issues in Europe that lead to the colonization of America.

English America - Objective #1 - Summarize key differences and similarities between life in the colonies and life in England. Objective #2 - Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies. Objective #3 - Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. Objectives #4 - Summarize the economic importance of the colonies to Europe. Objective #5 - Compare different Native American tribes' relations to different colonies.

Revolution - Objective #1 - Establish a connection between the Protestant Revolution and the American Revolution. Objective #2 - Identify key figures in the American Revolution. Objective #3 - Summarize why America wanted its independence.

Building a Nation - Objective #1 - Compare the two main political parties that emerged after the American revolution, and identify the pros and cons of each world view. Objective #2 - Summarize the Great Compromise. Objective #3 - Compare the Articles of Confederation and the U.S. Constitution.

Democracy in America - Objective #1 - Compare how evaluate the state of democracy in the United States based on sex, race, and affluence. Objective #2 - Identify and summarize key components in the Market Revolution, and explain how this expanded democracy in the United States. Objective #3 - Explain what a marketplace is. Objective #4 - Compare key differences between the North and South in the United States.

Slavery and the Civil War - Objective #1 - Summarize what life under chattel slavery was like. Objective #2 - Summarize the roots of abolition, and identify key figures in the early abolition movement. Objective #3 - Summarize the roots of slavery in the United States, and why the institution of slavery was so prominent in America. Objective #4 - Summarize events that lead up to the Civil War, and connect them with why southern states wanted to secede from the Union. Objective #5 - Summarize the 13th Amendment, including the process that led up to the ratification of the amendment, as well as contrasting the 13th Amendment with the Emancipation Proclamation.

Reconstruction - Objective #1 - Compare and contrast Presidential and Congressional Reconstruction. Objective #2 - Summarize the disadvantages of the black community during Reconstruction. Objective #3 - Formulate critiques of reconstructions.

Gilded Age - Objective #1 - Trace federal policies and treaties such as removal, reservations, and allotment that have impacted American Indians historically and currently. Objective #2 - Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. Objective #3 - Summarize and compare the rights and role of women in the United States during the Gilded Age and the contemporary world. Objective #4 - Summarize the impact of immigrants on the growth of the United States, and contrast that with the contemporary world. Objective #5 - Critique politics during the Gilded Age.

World War 1 - Objective #1 - Summarize the reasons that the United States entered World War 1. Objective #2 - Identify the effect that World War One had on the United States, including rising nationalism, as well as the economic benefits.

Roaring 20's and Great Depression - Objective #1 - Summarize major events that lead up to the Great Depression, including identifying major political policy decisions. Objective #2 - Summarize life in the 1920's with an emphasis on income inequality. Objective #3 - Summarize what life was like during the Great Depression.

New Deal and World War 2 - Objective #1 - Identify governmental policies utilized to revive the economy from the Great Depression. Objective #2 - Summarize the effect that WW2 had on the Great Depression. Objective #3 - Summarize reasons for the United States entering WW2, and the role that the United States played in WW2. Objective #4 - Assess the effect that the outcome of World War 2 had on the United States in regards to the United States becoming a global superpower.

Cold War - Objective #1 - Summarize how the Cold War was a result of WW2. Objective #2 - Compare capitalism, communism, and socialism. Objective #3 - Summarize key global events that happened as a result of the Cold War.

The Sixties - Objective #1 - Evaluate the Civil Rights movement, the outcomes of it, the need for it, and compare it with contemporary racial protests. Objective #2 - Identify key civil rights figures and the roles they played. Objective #3 - Compare and contrast non-violent protests with violent protests, with an emphasis on Martin Luther King Jr. and Malcom X.

A Move Toward Conservatism - Objective #1 - Compare the presidency of Ronald Reagan with previous Presidents, with an emphasis on free trade economics. Objective #2 - Assess why there was a push toward conservatism that grew out of the liberalism of the 60's and 70's.

Globalization and its Discontents - Summarize what Globalization is, and critique the outcomes of it, with a focus on economics, and human connection.

Major Assignments:

Research Paper w/ Outline: Students will be tasked with choosing an aspect of American culture that they find interesting (music, technology, religion, education, etc...) and will tell a story of America through this aspect. As they research how their theme has changed over the course of American history, students will attempt to explain why their aspect/theme has changed as they connect it to change in the context of society in the United States. The outline will be due at the end of 1st semester, and the research paper (min 6 pages) will be due at the end of 2nd semester.

What Would You Have Done: Students will be tasked with writing several 2 page essays to go along with a slideshow presentation where they will analyze a contentious aspect or event in American history and attempt to create a better outcome. These might include an essay on how you and your group would better solve the Great Depression, how we should have handled Reconstruction, how we could have avoided the Civil War, how we should have ended World War 2, should we have entered or exited Vietnam, etc...

Assessment Strategy:

Daily Bell Ringer - Formative

Daily Discussion - Formative

Essays - Formative & Summative

Movie Review - Formative

Research Project - Summative

Quizzes - Formative

Document Review - Formative

Unite Test - Summative

Textbooks:

We will predominantly be using one textbook in class, this will be supplemented with several web series, slideshow lectures, and activities. All lectures and videos will be available through Google Classroom.

**Voices of Freedom - Foner*

Course Needs:

Students are required to bring the following supplies to class every day:

- Notebook
- Pencil, pen, and highlighter
- Your attention
- Your homework!

Absentee Policy:

When a student is absent, he/she will be able to find that day's lesson and homework on Google Classroom. It is also recommended that the student check in with the teacher to ask any questions about the missed work and make sure that there are no other missing assignments. Students have one day for every day that they were out plus one extra day to make up the work. However, students are expected to stay up to date on current assignments and activities during this makeup period. Missed tests and quizzes must be made up within three school days.

Distant Learning Policy:

If we as a school return to distant learning, or if students must quarantine at home for an extended period of time, there will be an expectation that they will attend class daily via Google Meets and Google Classroom. If a student is quarantining at home they will be expected to log into Google Classroom and join each class via Google Meet during the regularly scheduled class time. Each class will be live streaming their class and adding materials on Google Classroom to ensure that all students have access to the same opportunities as “in-class” students. Unless a doctor’s or parental note is provided stating that students are too sick to work, they will be counted absent if they do not log into the Google Meet. While in the Meet, students must have their camera on and be visible to be counted for attendance. If students are disruptive during the Meet, they will be asked to leave, and miss out on the work for that day. In the case that students are too sick to attend a Google Meet, they will have to watch a recording of each Meet that was missed, and will be expected to keep up with assigned work with flexible due dates.

Extra Help:

If additional help is needed, students may stay after school by appointment, and will need to arrange for their own transportation home.

Grading Policy:

Grading in US History will be calculated off of total points. Late work will be allowed up until the end of each unit. If work is not turned in at the initial due date it will receive a 10% deduction. After one week, students will only be eligible for half credit.

Grading System

The following letters are used for course grades:

- A - Extraordinary - 90 - 100%
- B - Above Average - 80 - 89%
- C - At Grade Level - 70 - 79%
- D - Passing - 60 - 69%
- F - Failing - Below 60%
- P - Pass - Satisfactory

Retake Policy:

If a student has concerns about their grade, they should discuss with the teacher the reason(s) behind their current average and the necessary steps to take. At teacher discretion, tests (not quizzes) may be redone to indicate improved mastery of the subject matter. Only the higher grade will be recorded. Note* It's much easier to do well on a test or quiz the first time around because in addition to preparing for a retake, you still need to keep up and do the current work in all of your other classes!

Extra Credit Policy:

There will be very limited opportunities for extra credit in this class. Opportunities for extra-credit will only be available at the direction of the teacher, and will generally include a book or journal review.

Covid-19 Sick Leave:

If students are to miss school because of Covid-19 they will still be able and be expected to follow along with school work, unless they have a doctors note. During this time class will live streamed via Google Meet, and students will be expected to log in and participate with their class in real time. Their homework will be found on the Google Classroom per usual.

Classroom Rules and Discipline Policy:

1. Be respectful to other students
2. Be respectful to the teacher
3. Be respectful to your future self
4. Be on time and come prepared
5. Participate
6. Listen
7. Follow procedures

8. No cellphones

Students and parents should refer to the Garden Valley Student Handbook for details regarding, but not limited to cell phone use, academic honesty, disruptive behavior and truancy, dress code, vehicles at school, public displays of affection, absences, and bullying.

Google Classroom:

Students and parents are encouraged to visit the Google Classroom regularly for announcements, daily homework assignments, calendar of events, helpful documents, and other important information. Our Google Classroom will be set up by unit. A description of each unit will be available at the top of these sections that will include major objectives and projects that students are working on for the unit. Each week within each unit will be distinctly separated. All assigned work will be found in these sections.

Garden Valley is a 1:1 computing school, so every student will receive a Google Chromebook for their use. This device needs to be treated with care and should be fully charged before being brought to school.

In addition to the class website, I also like to contact parents on a regular basis about student progress and classroom participation. Please fill out the information neatly on the next page so that I may contact you as easily as possible. If parents would like access to their child's Google Classroom feel free to contact me and I will be able to grant you access.

Please keep this syllabus for future reference and return the last page to class.

Contact Information:

Ryan Wessels
Garden Valley High School
(208) 462-3756 (School's #)
(208) 827-6047 (My cell #)
rwessels@gvsd.net

*E-mail is the easiest way to reach me during school hours. I am also fine with texts during this time.

Student Name

Parent/Guardian Name

Reachable phone #1

Reachable phone #2

Email address

Parent/Guardian Name

Is there anything that would be helpful for me to know?

Reachable phone #1

Reachable phone #2

Email address

**Please put a star next to the best way(s) to reach a parent/guardian during the school day.*

Are you able to log-on to the Internet?

YES NO

I have read this syllabus with my son/daughter and we have discussed and understand all of the policies and procedures.

Parent/Guardian Signature Date

Student Signature Date