

UNITED STATES HISTORY COURSE (DC) SYLLABUS
Lometa ISD

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Course Description: United States History is a one semester (18 week) course. In this survey course, students will address a comprehensive array of social, political, and economic issues, events, and themes related to United States History from early Native American settlements in conjunction with European settlements to the present. Successful completion of the course with a passing grade will earn 1.0 credit toward graduation.

Course Prerequisites: None

Course Objectives/Content: The course will address all United States History objectives outlined in the Texas Essential Knowledge and Skills (TEKS) as well as those covered on the End of Course Test (EOC) and on the United States History portion in Social Studies.

In addition to fulfilling other objectives, the students will:

- describe Native American & European settlement in North America during the seventeenth century.
- trace the ways that the economy and society of British North America developed.
- explain the primary causes of the American Revolution.
- identify the ideological, military, and diplomatic aspects of the American Revolution. ■ explain specific events and key ideas that brought about the adoption and implementation of the Declaration of Independence and the United States Constitution.
- analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.
- explain the process of economic growth, its regional and national impact in the first half of the nineteenth century, and the responses to it.
- explain the relationship between growing north-south divisions and westward expansion. ■ identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.
- identify legal, political, and social dimensions of Reconstruction.
- describe the growth of big business and technological innovations after Reconstruction.
- analyze important consequences of American industrial growth.
- identify major efforts to reform American society and politics in the Progressive Era. ■ explain America's evolving relationship with the world at the turn of the twentieth century. ■ analyze the origins and impact of U.S. involvement in World War I.
- identify key developments in the aftermath of World War I.
- analyze the causes and consequences of the Great Depression.
- describe Franklin Roosevelt's New Deal as a response to the Great Depression and compare the ways governmental programs aided those in need.
- identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.
- analyze the domestic and international impact of the Cold War on the United States. ■ explain economic growth and its impact on the United States between 1945 and 1970.
- identify dimensions of the Civil Rights Movement between 1945 and 1970. ■

analyze the impact of the social change movements and organizations of the 1960s. ■
describe and assess the impact of political developments between 1945 and 1970. ■
describe changes in national politics since 1968.

Course Outline (Units of Study and Pacing Guide):

Unit I Concepts Found in U.S. History Week 1
Unit II European Settlement of North America Weeks 1-2
Unit III Creation of the United States Weeks 3-4
Unit IV Early Expansion Weeks 5
Unit V Clash of Beliefs and Ideals Weeks 6-7
Unit VI Expansion and Reform Weeks 8-9
Unit VII Isolation v. Globalization Weeks 10-11
Unit VIII Changing Role of Government Weeks 12-13
Unit IX Social Movements Weeks 14-15
Unit X Cultural Change Week 16
Unit XI Project-Based Instruction Weeks 17-18

Grading Percentages: Grading Scale:

Class Work / Daily Work 20%

Homework 15% **A** Excellent **90-100%** **Projects/Notebook** 15% **B** Good **80-89%** **Tests** 25% **C**
Fair **71-79%** **Quizzes** 10% **D** Pass **70%** **End of Course Test** 15% **F** Fail **69% or below**

Required Student Materials: In addition to paper, pens, and pencils, each student should obtain *a three-ring binder to be used for United States History class only*. A small three ring binder is far better than a spiral notebook because students will routinely need to remove and later replace items in their notebooks.

Make-Up Work: It is the *student's responsibility* to make up any work missed due to absences. Students who miss all or part of a class should ***PLAN TO SEE THE TEACHER BEFORE OR AFTER SCHOOL*** to ensure that all assignments have been issued, made up, and/or turned in. To protect and preserve instructional time, most tests or quizzes must be made up by appointment before or after school. Students who are present the day an assignment is given but absent the day it is due should turn in the assignment on the day they return. Work missed due to absences will be given an “*incomplete*” grade, as detailed below. “*Incomplete*” grades will be converted to zeroes within five weeks if not made up, so it is imperative to make them up as soon as possible.

Late Work: Homework must be completed *before* class on the due date in order to receive full credit. It is *not* to be completed in class on the day that it is due. Depending on the assignment, work turned in late may *not* be accepted. Other assignments may be accepted late, with a grade deduction penalty.

Re-Do Policy / “Incomplete” Grades: It is the expectation of the Clarkston High School faculty that all assignments are completed for content mastery. If an assignment does not meet the required standards, a grade of “*I*,” or “*incomplete*” will be entered into the grade book. A student may re-do an assignment on which he or she received an unsatisfactory or “*incomplete*” grade and then submit the re-done assignment within three weeks of receiving the original grade. It is the student’s responsibility to plan with the teacher to complete, revise, or re-do assignments. In order to re-take a test, students must attend tutorial. “*Incomplete*” grades will revert to the original grades earned before grades are posted (within five weeks) if not made up, so it is essential to make them up as soon as possible. The objective is for all student submissions to meet the required standards.

Extra Credit: The teacher *may* provide some opportunities for students to earn extra credit, particularly on tests, and some student-proposed extra credit assignments or projects may also be accepted. *Success in the class, however, relies on consistently good work on the tests and assignments given by the teacher and NOT on extra credit. Do not rely on extra credit to succeed!*

Class Rules/Expectations and Consequences

- 1. Students must come to class fully prepared.** Every day, each student must bring his or her textbook and/or appropriate outside readings, notebook, paper, homework, and a pen or pencil.
- 2. Students must attend class daily and must arrive on time.** Students should be seated and ready to work by the beginning of class. Absences and/or tardies will detract from learning, and in most cases, from test and exam grades and from the final grade earned in the course. Tardiness will result in detention, and chronic tardiness or absenteeism will result in calls home and/or referral to the administration.
- 3. Students must always be respectful of their teachers, their classmates, themselves, and of all materials belonging to the school, the teacher, or their classmates.** While talking at appropriate times is encouraged, interruptions are not. There should be no talking when the teacher or a classmate is addressing the class. Talking when a teacher or a classmate has the floor is disrespectful and completely unacceptable. **Profanity** is disrespectful to *everyone* and will not be tolerated.
- 4. Students may not bring food, drinks, or book bags to class and may NOT USE CELL PHONES in class.**
- 5. Students must follow all school, county, and state rules and policies not listed above, including appropriate dress code policies.**

Consequences for failure to conform to rules and expectations may include behavioral conferences with the teacher, parent phone calls and/or conferences, teacher and/or administrative detentions, administrative referrals, in-school and/or out-of-school suspensions, hearings before the Student Evidentiary Hearing Committee, or even expulsion. Any and all of these consequences are easily avoidable simply by adhering to the rules!

Note: The teacher reserves the right to adjust any section of the course syllabus/resume at any time during the semester to better meet the needs and/or abilities of the students.

Parent/Guardian Signature _____ **Date:**

Student Signature _____ **Date:**