

NOUVEL HIGH SCHOOL

Modern American History COURSE SYLLABUS

<p>COURSE DESCRIPTION:</p>	<p>The year will be spent studying in depth, certain people and events that shaped American and European nations. The course will include comparison units across time spans and continents starting with the turn of this century. The interwoven relations of these two areas and others will be discussed.</p> <p>United States History Themes will be discussed:</p> <ul style="list-style-type: none">• Change and Continuity in American Democracy• The Gathering and Interactions of Peoples, Cultures and Ideas• Economic and Technological Changes and Their Relationships• The Changing Role of America in the World <p>Topics during the 1st semester will include:</p> <ul style="list-style-type: none">• Reconstruction Review• Industrialization• Period of Imperialism and Progressives• World War I• The Roaring 1920s• The 1930s -Depressions of Europe and the U.S. <p>Topics during the 2nd semester will include:</p> <ul style="list-style-type: none">* The New Deal• World War II• The Cold War• Civil Rights (discussing the rights of African Americans, Women, Hispanics, Native Americans) and the 1960s Vietnam--Why and the ramifications• Nixon, Ford, and Carter• 1980s Conservative movement• 1990s to Present <p>Both semesters discuss the different cultural contributions to our history. This is an intense study in American history and European History events. Each student will be required to do a major research paper/project that discusses an American foreign policy issue. Common Core Standards for Social Studies: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (Common Core Reading Standard 3) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (Common Core Reading Standard 9) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (Common Core Writing Standard 8)</p>
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<p>MAJOR COURSE GOALS:</p>	<p>Students will use critical thinking skills that will allow them to demonstrate an understanding of the following:</p> <p>*Causes and effects of Industrialization, including the population increases, to moving from a rural nation to an urban nation, and the effects the movement had on labor in America.</p> <ul style="list-style-type: none"> • Lasting effects of different cultural backgrounds • The social issues of the American population from Industrialization through the Depression, the World Wars, the Cold War, Civil Rights, and into present day. • America’s growth into a World Power through politics and industry • The effects of globalization on the American population and the changing role that our country has experienced over this time period
<p>COURSE ASSESSMENT PLAN:</p>	<p>Students will be assessed by the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in daily lecture and in class discussion <input type="checkbox"/> Homework assignments: reading questions in response to documents or textbook reading assignments, essays, journals in response to video clips seen over the course of the school year. <input type="checkbox"/> Tests and quizzes: matching, multiple choice, short essay, and essay. Critical thinking skills, in which the application of ideas is used, are assessed on tests and essay assignments. <input type="checkbox"/> Each unit will require the completion of a project <p>Students will be assessed with Common Core Standards in Reading and Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Common Core Reading Standard 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <input type="checkbox"/> Common Core Reading Standard 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <input type="checkbox"/> Common Core Writing Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p>McDougal Littell The Americans: Reconstruction to the 21st Century textbook (students are responsible for their textbook. Loss or damage will result in fines)</p> <p>Notebook or binder and writing utensils and packs of notecards</p>

EXTRA HELP:	Students are encouraged to seek extra help. I am available before school at 6:45 a.m.; I am also available after school until 3:20 p.m.. Students may make prior arrangements with me if more time is needed before or after school.
INSTRUCTIONAL PHILOSOPHY:	Students will be able to come into the class and begin with a question of the day or warm up activity. These warm ups will consist of doing evaluations on what each student already knows about the topic that will be discussed for the day, reviewing charts or diagrams, reading primary sources, viewing a political cartoon, or picture and writing down their thoughts and ideas. A variety of methods will be used to explore the material in this course including lecture, class discussions, in class writing activities, and small group discussions. Students will have a brief period at the end of each class to review the information from the days lesson and ask questions.
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	Selected reading from the textbook, <i>The Americans: Reconstruction to the 21st Century</i> , and other sources such as Documents from Gilder Lehrman documents, Digital History. Students are assessed on these readings with guided reading questions, related terms and people, research presentations, tests and quizzes, (students will be given at least one week’s notice before a test), and participation. Most needed information will be posted to Edmodo. Students are expected to join the page and use to their advantage.
CLASSROOM EXPECTATIONS:	<p>Students are expected to be on time and in their seat when the bell rings.</p> <p>Students must be prepared for class</p> <p>Assignments are to be turned in on the due date, and must be legible.</p> <p>Be respectful of others, yourself, school property, and rules</p> <p>Be honest with your teacher and do not violate the academic code of conduct. Plagiarism and dishonesty on work is unacceptable.</p>
HOMEWORK POLICY AND GRADING SCALE:	Students will receive homework on a regular basis. Assignments will be put into skyward in a timely manner. Questions regarding grades may discussed before or after school. Students final semester grades are composed of the following:

	<p>-Grading is based on total points earned. All tests are worth 100 points.</p> <p>-Extra Credit will be offered periodically throughout the course, but should not be used to pass the course.</p> <p>- Assignments will be accepted after three days after the due date (with the exception of absences); each day assignment is late a 10% reduction in grade is applied.</p> <p>- Homework assignments may be re-done for partial credit. Redos must be turned in within one week after assignments are graded.</p> <p>1st card marking grade 40%</p> <p>2nd card marking grade 40%</p> <p>Final exam grade 20%P</p> <p>Please see the student handbook for the Nouvel Catholic Central grading scale.</p>
CONTACT INFORMATION:	
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