**American History II**

**Course Description**

American History II will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

**Units:**

Units will be broken down into sections. Some of the larger units will encompass more than one test or project.

Unit 1: The Great West and the Gilded Age

Unit 2: Imperialism and Isolationism: American Foreign Policy in the Modern Age

Unit 3: Speakeasies and Hoovervilles: The Roaring 20’s to the New Deal

Unit 4: From D-Day to Doomsday: World War II and the Start of the Cold War

Unit 5: A Crisis of Authority: Civil Rights, Vietnam, and Watergate

Unit 6: New Hopes; New Fears- Regan Conservatism, Clinton Liberalism, and Foreign Terrorism

Supplies:

* Notebook (can either be a three-ring binder or a standard notebook and a folder)
* Blue/Black ink pens
* Pencils
* 4x6 notecards

**Grading:**

**Tests 60%:** There will be at least one summative test or project for each unit. It is possible that there will be more than one test/project grade per unit. Students are occasionally given the opportunity to use ONE 4x6 notecard on their tests. These opportunities will NOT be announced in advance. Students are allowed one retest for each grade under a 75%. The student may receive up to a 75% upon retesting. Retests will be given upon completion of remediation activities and must be scheduled and completed within **ONE** week of students being given their original grades. Late projects will receive feedback only, **no credit will be earned.**

**Quizzes/Projects 25%**: Quizzes are given at least twice per unit and will usually be announced. Smaller projects will also be counted as a quiz grade.

**Homework 15%**: Homework and classwork are necessary for comprehension, retention and mastery. If students are unable to complete classwork in the allotted time they will be expected to finish the assignment at home.

* Late Work: Any work not turned in at the beginning of class is considered late. Late work will be accepted for credit up to **three** days late with a 15 point deduction for each day. Work turned in after this grace period will receive feedback, but no credit will be earned.

Make-up Work: Students who are absent have up to 2 days to complete work in order to receive full credit. Any work turned in after 2 days will be considered late and follow the late work policy. \*\*\***Students who miss 3+ days\*\*\***: see me to discuss a schedule to make up your homework/class activities.

Final Exam: The final exam will take place at the end of the course and will account for 25% of the student’s final course grade.

Midterm exam: A midterm exam will be given in January. This exam will count for 10% of the student’s semester 1 grade.

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Less than 60

**Classroom Policy & Procedure**

Expectations:

1. Students are expected to be on time to class.
2. Students are expected to be tolerant of our community.
3. Students are expected to be respectful to one another and Ms. Shea.
4. Students are expected to be focused.
5. Students are expected to be honest in class and in their work.

Repercussions:

**The following repercussions should be used as a guideline. If an offence warrants a higher response that action will be taken.**

1. Warning- a written or verbal warning will be given for the first offence.
2. Conference/detention: Upon a second offence parents will be contacted, a conference will be held, and the student will have to serve a detention.
3. Write up: for a third offence the student will be written up and the offence will be documented.
4. Referral: Student will be referred to administration for further consequences.

Procedures:

* Class tardy policy: If you arrive in class late drop your pass into the designated bin and report quietly to your seat. It is your responsibility to ask your buddy for the bell-ringer activity you missed.
* Inbox: Homework, late work, and make up work should be placed in the appropriate box before the start of class. Any work not turned in by the start of class is considered late.
* Absences: When you return to class after an absence you are responsible for two things: first, you should gather any homework/classwork/activity sheets from the appropriate drawer in the filing cabinet. Then you should ask your note buddy to copy what you missed during your absence.
	+ **Students who miss 3+ days:** see me to discuss what you’ve missed and the process for making it up.
* Bell-ringer: Each day there will be a bell-ringer activity for you to begin working on when you arrive to class. After you have taken care of any homework/make up work you should immediately go to your seat and begin quietly working on the bell-ringer task. If you are tardy and have missed the Bell-ringer, you are still responsible for completing it on your own time. If you are absent then write ABSENT for the bell-ringer(s) assigned on the day(s) missed.
* Passes: Passes are required for leaving the room during class or coming in for extra help during lunch. You must always ask for a pass and the pass must be returned directly to me. Only one student will be able to leave the room at a time.

\*Exceptions and accommodations to items listed on the syllabus may occur on a case-to-case basis.\*

**Availability & Resources**

I am happy to help students at any of the given times:

* Before school from 6:50-7:20
* During lunch (Pass required)
* After school on Tuesdays from 2:30-3:15
* Stay updated by checking the class website and twitter account!
	+ Class Website: mssheashistoryclass.weebly.com
	+ Class Twitter: @mssheasclass

General Information

Last name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nickname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

School email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Allergies? If yes, please list:

Do you have internet access? Y N

Do you have a smartphone? Y N

Do you have Twitter? Y N

What do you like to do for fun? Do you have any specific interests or hobbies? Are you involved in any extracurricular activities?

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What do you need from me to succeed in this class? (Activities you enjoy, learning style, topics you’re looking forward to/dreading?)

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