



American History Part 2

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American History provides students with the opportunity to acquire an understanding of the chronological development of the American people and government by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. This course will follow a chronological scheme of study that is in line with its main texts. In addition to the readings, students should pay close attention to all of the maps, illustrations, graphs, pictures and other aids to learning in the main texts. These are all an intricate part of the books and are emphasized throughout the course. Other articles, readings and primary texts will be assigned as appropriate. We will not, however, spend the same amount of time on each topic. This will depend on the importance of the topics as well as on the interests of both the teacher and students. The course aims to help students to put the knowledge and understanding they are gaining into practice through sharpening their oral and written communication skills. This will be achieved in two ways: First, through regular class discussions and occasional assigned oral presentations or debates. Second, through the regular writing of focused essays that require both knowledge and analytical and interpretive skills.

What are the classroom rules and expectations?

1. Be on time – Students must be in their seats and ready to start class at the ring of the bell.
2. Bring your class notebooks, folders, writing utensils, and your textbook for every class.
 - a. Two notebooks (One for class notes and the second one for Current Events)
 - b. Two folders (One for class material and the second one for Current Events)
3. Participation in class discussion is required. Class Participation points are deducted for, but not limited to: (1) talking during instruction, (2) failing to remain actively engaged, (3) attempting to use an electronic device, (4) staying off task during class, and (5) distracting peers and/or disrupting the class.
4. Do not speak when someone else is speaking – If you want a turn, raise your hand.
5. Be respectful - Treat others as you want to be treated. No harmful slurs or jokes.
6. No cell phone usage at all. If a cell phone is seen by the teacher, the teacher will request it for the remainder of the period. Refusal to comply with the request will result in a referral to administration.
7. Permission and a hall pass will be given by the teacher before a student can leave.
8. It is your responsibility to get missing work for absences, excused or unexcused.

9. Any unexcused absence may result in a zero on anything due or assigned that day. This includes quizzes. This will affect your participation grade. Remember you must call in to the office within 24 hours to be excused.
10. Late work will be accepted the next day (24 hrs.) downgraded one grade but must be turned in the next day to receive any credit at all.
11. Cheating, copying, and plagiarism will be an automatic F (zero).
12. Assignments must be done in a neat and professional manner.
13. Assignments without a name on it will receive a reduced grade.
14. Wikipedia is not an appropriate source for academic use. You can use Wikipedia for your own knowledge but any use of Wikipedia on papers/projects is strictly prohibited.
15. I do not “Give” grades, you “Earn” them. Please remember that.

Required Texts:

United States History: Reconstruction to the Present

Pearson Education 2016

Teachers are not responsible for students’ books once books have been issued to the student. The copy issued to the student must be turned in by the end of the course. Students will not receive credit for turning in another student’s book. The cost of a replacement will be assigned to any student who fails to turn in the exact book she was issued and/or to any student that turns in a damaged book (i.e. broken binding, torn pages, water damage, writing, etc.).

How will I be graded?

1. Tests, quizzes, homework, projects, and some activities will be graded on a points earned/points possible system (example: exam worth 100 points – if you get 90, then your score is 90/100 or 90%). For tests and quizzes, I will provide to you the possible amount of points for each question (example: multiple choice – 2pts each). For major projects or papers, I will provide a scoring rubric which will show you the breakdown of possible point values for the various items within the assignment.
2. The grading scale is as follows:

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-60	D
82-80	B-	Below 60	F
79-77	C+		

Class Assignments	25%
Essay/Project	15%
Quizzes	10%
Tests	20%
Participation	10%
Final Exam	20%
Total	100%

What will I achieve from this class?

1. Every student will be able to make decisions as competent and responsible citizens with moral and civic virtues such as concern for the rights and welfare of others, social responsibility, and tolerance.
2. Every student will be able to identify the steps to be an active community member that is capable of assessing situations, have the ability to obtain information, and make responsible and ethical decisions for the betterment of society.
3. Every student will be able to offer critical and creative, as well as well-informed decisions regarding current institutions to resolve political and social issues that they understand will impact both their lives and the world around them.
4. Students will be able to describe how to develop their own political identity in order to participate in civic engagement while exhibiting skills and knowledge to enter dialogue among others with different perspectives.
5. Students will have the knowledge, skill, and resilience necessary to manage the complexities of everyday life, including making tough decisions, managing time and money, making healthy choices, and maintaining sustaining relationships.
6. Students will be able to understand key ideals, principles, and documents of the United States.
7. Students will be able to understand the purposes, organization, & function of governments, laws and politics.
8. Students will be able to analyze major current and historical events through the eyes of diverse cultural and ethnic groups.
9. Students will be able to evaluate the effects of political, social, cultural, and economic traditions on the historical development of the United States.

Class Layout:

1. Class periods will be fully devoted to the subject matter being discussed at that time. Therefore, notebooks, books, writing utensils, and assignments must be in the possession of each student.
2. Class always begins at the bell.

3. Bell ringers– At the beginning of EVERY class there will be a question(s) or set of instructions posted on the White Board. Students are required to sit in their assigned seats and quietly complete the bell ringer at the beginning of each class period. The answers to your bell ringers will be checked for completion for participation points every single class. Bell ringers are a great way to review previously learned material or to help introduce new concepts and ideas for the current lesson (they are also a great way to get some easy points that will help your grade). Bell ringers will be collected every Friday.
4. Current Events – Every Friday we will have an in-class discussion on current events going on in the world around us. Current Event questionnaire handouts will always be available at the front of the room for completion. Your task is to come prepared on Friday, having searched national and international media outlets to find events of regions and global importance. By giving ten (10) to fifteen (15) minutes per week to this log, you will earn weekly points for completion as well as through our pop-up Current Event quizzes. At the end of the semester you will be turning in your completed Log for an overall final grade. All current event sheets must be dated and placed in one folder. All the notes from Current events must be dated and organized into one Notebook. Please note, if a student does not complete the current events, it will result in a Zero (0).
 - a. All students are required to keep a notebook for this class. This notebook will allow students to become more independent and creative thinkers while also helping them stay organized in class. To receive a positive grade for the notebook, students must not only have a complete and thorough notebook, but one that is also neat, colorful, and creative.
 - b. Most articles on US current events will come from US newspapers and magazines such as The New York Times, The Washington Post and The Wall Street Journal.
5. This course is divided into the following Modules and each unit has a component of Geography in it:

Module 1: World War II (1930-1946) 1. War Breaks Out 2. The Holocaust 3. America Moves Toward War 4. The War Effort on the Home Front 5. The War for Europe and North Africa 6. The War in the Pacific 7. The End of World War II

Module 2: The Cold War (1944-1992) 1. The Origins of the Cold War 2. The Cold War Heats Up 3. The Cold War at Home 4. Two Nations Live on the Edge 5. Mounting Tensions in the Sixties 6. The End of the Cold War

Module 3: The Postwar Boom (1945- 1961) 1. Postwar America 2. The American Dream in the Fifties 3. Popular Culture 4. The Other America

Module 4: An Era of Social Change (1959-1980) 1. Kennedy and the New Frontier 2. Johnson and the Great Society Culture and Counterculture 4. Environmental Activism

Module 5: Civil Rights (1953-2010) 1. Taking on Segregation 2. The Triumphs of a Crusade 3. Challenges and Changes in the Movement 4. Hispanic and Native Americans Seek Equality 5. Women Fight for Equality 6. The Struggle Continues

Module 6: The Vietnam War (1959- 1976) 1. Moving Toward Conflict 2. U.S. Involvement and Escalation 3. A Nation Divided 4. 1968: A Tumultuous Year 5. The End of the War and Its Legacy

Module 7: Transitions and Conservatism (1967-1992) 1. The Nixon Administration 2. Watergate: Nixon's Downfall 3. The Ford and Carter Years 4. A Conservative Movement Emerges 5. Reagan and Bush Confront Domestic Concerns 6. Foreign Policy Under Reagan/Bush

Module 8: Into a New Millennium (1991-2015) 1. The Clinton Years 2. The Bush Administration 3. Obama's Presidency 4. Technology Shapes Life 5. The Changing Face of America

Module 9: The United States in the 21st Century (1999-Present) 1. National Security and Public Safety 2. Foreign Policy 3. Poverty and Social Concerns 4. Conservation and the Environment 5. Education 6. Globalization and Cultural Diffusion

Movies and History:

Occasionally, videos do a good job contextualizing history & political concepts. When a film is appropriate, and we have time, I will show a video. If your parents feel that video clips are inappropriate for you to watch, please indicate so on the signature page. Students will be given an alternate and comparable assignment and will *never* miss any points for opting out of a movie for moral/spiritual/family reasons.

Websites to be used during this course:

- <http://bensguide.gpo.gov/9-12/index.html> A Study Guide site
- <http://www.theadvocates.org/quizp/index.html> The Political Quiz
- <http://www.humanmetrics.com> Myers/Briggs Learning Styles Quiz
- <http://www.engr.ncsu.edu/learningstyles> Felder-Solomon Survey Learning Styles Quiz
- <http://goformative.com> Assessment
- <https://socrative.com/> Assessment
- <http://iwitness.usc.edu/SFI/> Videos of Holocaust Survivors
- <https://tourbuilder.withgoogle.com/> Build a tour of any place or country
- <https://www.facinghistory.org/> Great lesson ideas for Social Studies and Social Justice
- <http://www.mission-us.org/> Online Simulations for different time periods in US History
- <https://www.sutori.com/> Collaborative Timelines
- <http://everfi.com/k-12/> Cultural, Civic and Financial Literacy Online Simulations
- <http://www.phschool.com/webcodes10/index.cfm?wcprefix=ndk&wcsuffix=2010&area=view> Resources relating to the Textbook
- <https://courses.lumenlearning.com/atd-hostos-ushistory/> Study Material
- <https://www.studenthandouts.com/textbooks/american-history/reconstruction-to-the-present-2008/> Notes with Text
- <https://www.studenthandouts.com/american-history/> Handouts
- <https://www.pbslearningmedia.org/subjects/social-studies/us-history/> Videos on GC
- <https://hti.osu.edu/history-lesson-plans/united-states-history> Lesson Plans

Parent/Teacher Communication:

1. Parents may view their student's attendance and academic progress via Gradelink.
2. All emails will be given a reply in 24-48 hours.
3. Progress reports will be distributed after the completion of every quarter.

I have reviewed and understand the procedures and requirements for this history course as outlined above.

(Student Name)

(Student Signature)

(Student E-mail)

(Date)

(Parent/Guardian Name)

(Parent/Guardian Signature)

(Parent/Guardian E-mail)

(Date)