American History II Course Syllabus

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1. Course Description
	* This required course for graduation focuses on the period from Urbanization to Modern America. Prior to this class, students have taken both World History and Civics and Economics. This course provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts in American history. This class is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem solving, scholarly and creative processes, critical analysis and application, and reflective thinking.
2. Course Goals and Objectives
* Each unit is built and designed to ensure that each student gains essential knowledge of topics studied. Students are expected to analyze, discuss, question, and evaluate the material. At the beginning of each unit, students will be given vocabulary which they are recommended to complete. They are also given a goal review, which they are required to complete by the day of their test on that specific goal. Students will also be told which chapters in the text correspond with the information we will be covering in class, and the readings are also recommended. No students learn in the same way, therefore, each unit will contain audio, visual, multi-media, kinesthetic, and multiple other aspects to aid in student comprehension. All work assigned will be designed to ENHANCE student understanding and analytical skills related to the topic at hand- NO BUSY WORK!
	+ This course is divided into ten goals based on the North Carolina Standard Course of Study. They include:
		- Urbanization
		- Progressive Era
		- Imperialism
		- World War I
		- Roaring Twenties
		- Depression Era
		- World War II
		- Early Cold War
		- Late Cold War
		- Modern America
	+ In addition to studying these specific eras, students will also be examining common themes across time including: federalism, conflict, liberty, citizenship, and diplomacy.
	+ In the study of these concepts, students will be required to not only be aware of different people, events, and ideas, but also to analyze their significance by identifying cause and effect, description multiple historical perspectives, showcasing change over time, and comparing and contrasting major ideas. This allows students not only a deeper level of mastery of the material but also promotes global awareness and respect for cultural diversity.
1. Course Materials
	* Course Books:
		+ *The Americans*- course textbook provided by CMS
	* Course Materials:
		+ Pen
		+ Pencil
		+ Highlighter (2 colors)
		+ College Ruled Paper
		+ Colored Pencils
		+ Note Cards
		+ 3 Ring Binder or Spiral Notebook
		+ Dividers
	* Technology:
		+ Students may bring their own tablets or laptops if they choose and use them for note taking. However, the teacher has the discretion to ban such materials if students are using them outside of working on assignment class material.
		+ Cell phones are permitted in the room, however should NOT be taken out except when specifically permitted by the teacher. Also- on test days, cell phones will not be allowed to remain with the student; they will be collected by the teacher and be returned at the end of the testing session.
2. Curriculum Timeline
	* Approximate Pacing Calendar (Subject to Change)
		+ August 24 – September 11th : American I Review
		+ September 14th – September 25th : Urbanization
		+ September 28th – October 2nd : Progressive Era
		+ October 5th – October 8th : Imperialism
		+ October 9th – October 19th : World War I
		+ October 20th – October 28th : Roaring Twenties
		+ October 29th – November 5th : Depressions Era
		+ November 6th – November 20th : World War II
		+ November 23rd – December 7th : Early Cold War
		+ December 8th – December 16th : Late Cold War
		+ December 17th – January 6th : Modern America
		+ January 7th- January 11th : Review
	* Students will have 3-4 tests each quarter and a midterm as well as a final. All tests will include multiple choice questions as well as a literacy component where students will have to generate their own responses to a variety of questions. These questions could include analyzing primary source documents, showcasing cause and effect, writing short responses to prompts, framing historical information thematically, etc.
3. Assessment
	* The Grades will be broke down into two categories: Formative and Informative. Formative assessments will be 70% of the grade, and Informative assessments will be 30% of the grade. Tests, quizzes, and major projects will be placed in the Formative category, while homework and class work will be placed in the Informative category.
	* Homework:
		+ I reserve the right to assign homework every night. I will make every effort to discuss the big ideas and events in class, but students will be required to hit some topics independently own through readings and activities I will give. All homework will be expected when a student enter the classroom on the date it is due.
	* Quizzes:
		+ Students can expect 1-2 quizzes per unit. The quizzes will vary in format. Some quizzes may be all multiple choice, some matching, some essay, or a combination of all the above. Not all quizzes will be announced and so students must arrive to class everyday with the expectation to be able to be responsible for the information they have learned previously in class
	* Tests:
		+ All tests will contain multiple choice questions, along with various other testing strategies such as short answer, essay, map questions, matching, etc. In addition, all tests will be comprehensive, meaning they will contain information from previous units. This is meant to ensure that students will be ready for the final exam, given by the district. Students will be provided with a study guide before each test to help guide their studies, however, ALL WORK assigned in class including readings, homework, lectures, and video clips, is fair game for a test
	* Late Work:
		+ Students are allowed to turn in work late for a 10% deduction for a maximum of a 50 point deduction after 5 days. The teacher does have to right to give students an alternative assignment in lieu of the original assignment(s).
	* Assessments
		+ Students will receive an initial zero for an assessment or assignment they made no effort or which is missing.
		+ Arrangements to make up missing quizzes or tests need to be made with 5 days of the absence.
		+ Alternative versions of tests and quizzes may be given for students who missed the original assessment
		+ If a student receives an 68% or below on a test they may request a retest with the following requirements:
			- Student must attend two tutoring sessions within 10 school days of receiving his or her test score back outside of school time. A form will be available on the teacher’s website to assist students with this process.
			- Student will take the retest outside of school time. The test will be a writing assessment (short answer and essay) that is different from the initial test.
			- The retest score will replace the previous test score with a maximum of 69%.