

MR. TICKLER ~ U.S. HISTORY SYLLABUS

Contact Information: There are a number of ways to contact me

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COURSE INTRODUCTION

While history is often viewed as merely a set of dates and facts to be memorized, “historians” approach the study of history through a different perspective. Historians *examine evidence, ask questions, search for answers and investigate the past, present and future* in order to strengthen what Woodrow Wilson claimed was the “invaluable mental power we call judgment.” This course is designed to guide students in the examination of American History with this thought in mind from Sam Wineburg, “History teaches us a way to make choices, to balance opinions, to tell stories, and to become uneasy – when necessary – about the stories we tell.”

Throughout this course students will engage in primary source document analysis, traditional textbook and outside readings, a variety of classroom activities, and critical, analytical and interpretative writing assignments. These lessons encourage students to think conceptually about the American past and to focus on historical change over time.

The course is a chronological and thematic survey course in the United States covering the time period from the Colonial Era (1607) to contemporary America (present). Lessons and readings will emphasize a variety of themes, including, but not limited to the following: American Identity, Economic Trends and Transformations, Foreign Policy, Diversity, Culture, Demographic Shifts, Citizenship, Political Institutions, Reform Movements, Religious Freedom, Impact of Slavery, and Place in the International Community.

While this course will be rigorous, through hard work, dedication, and collaborative efforts it will also be enjoyable and extremely rewarding.

TEXTBOOK:

Appleby, Joyce. *Impact: California Social Studies United States History and Geography, Continuity and Change*. Columbus, OH: McGraw Hill Education, 2018.

CLASS EXPECTATIONS:

Students are expected to follow all classroom rules and procedures as well as the school wide policies for behavior.

- **BE INTELLIGENT:** Think for yourself, ask questions, and work to improve on your abilities and knowledge
- **DO THE WORK:** Take time to complete as much of your coursework as is possible to the best of your ability
- **BE A POSITIVE PRESENCE IN THE CLASS:** Show up on time, prepared, and ready to learn and participate. Be responsible for yourself and respectful of others.

COURSE OBJECTIVES:

- Students will acquire fundamental and advanced knowledge of United States political, social, economic, constitutional, cultural, and intellectual history.
- Students will develop master of the process skills: analysis, synthesis, evaluation and critical reading necessary for the mastery of the content of United States History
- Students will demonstrate an advanced knowledge of the content, concepts and themes unique to United States History.
- Students will develop the ability to recognize the significance of change over time and cause and effect.
- Students will be able to develop historically accurate interpretations of the events of United States History.
- Students will develop the ability to think and reason analytically as demonstrated through essay and expository writing of document based and free response essay questions as well as article reviews, and book reviews.

MATERIALS:

It is suggested that students bring the following supplies with them to class EVERY day.

- Binder Reminder
- Black or Blue Pens / Pencils with erasers
- Highlighters
- 3-ring binder with paper

CURRICULUM OBJECTIVES:

This course is divided into twelve units, each with specific topics and key concepts to be covered. Furthermore, each lesson is designed with an essential question to emphasize larger themes and guide historical inquiry. Students will actively engage individually and collaboratively in day to day classwork and homework assignments aimed at forming historical knowledge and understanding. Students will be assessed on their written and oral responses to essential questions and historical prompts. At the conclusion of each unit students will take a unit assessment and submit their work from the unit as part of the student binder.

TENTATIVE SCHEDULE

1st Semester	
Unit 1: What is America Today? (Ch. 21 and 22)	September 3 – September 20
Unit 2: The Nation’s Founding (Ch. 1 and 2)	September 23 – October 11
Unit 3: The Industrial Era (Ch. 3 and 5)	October 14 – November 1
Unit 4: Early Foreign Policy (Ch. 4 and 6)	November 4 – November 22
Unit 5: The Roaring Twenties (Ch. 7)	December 2 – December 13
Unit 6: The Great Depression and New Deal (Ch. 8 and 9)	December 16 – January 17
1st Semester Final	January 21 – January 24

TENTATIVE SCHEDULE (continued)

2nd Semester	
Unit 7: World War II and the Early Cold War (Ch. 10, 11, and 12)	January 28 – February 21
District Assessment	February 24 – February 28
Unit 8: Postwar America (Ch. 13 and 14)	March 2 – March 13
Unit 9: The Civil Rights Movement (Ch. 15)	March 16 – April 3
Unit 10: Vietnam and the 1960s (Ch. 16 and 17)	April 13 – May 1
Unit 11: The 1970s (Ch. 18)	May 4 – May 15
Unit 12: The 1980s and 1990s (Ch. 19 and 20)	May 18 – June 5
2nd Semester Final	June 8 – June 11

GRADING and EVALUATION:

Students will create and maintain a U.S. History binder that will contain all student work completed throughout this course. More specific instructions on binder organization will be given to students in the first weeks of school. Students will be graded and assessed in a variety of ways throughout each semester. All assignments will fall into one of the following grading categories and weighted for overall course grades.

Classwork (includes in class lessons, collaborative work, engagement)	25%
Homework (includes textbook chapter reading notes, outside reading, review)	20%
Discussion and Engagement (Includes general engagement, discussions, debates, presentations)	10%
Writing (includes formal short answer questions, essays, outlines, and writing practice)	15%
Assessments (includes reading quizzes, unit tests, current events, and projects)	20%
Final (First Semester Cumulative Test and Second Semester Final Project)	10%

GRADING SCALE:

	100% - 93% = A	92.9% - 90% = A -
89.9% - 88% = B +	87.9% - 83% = B	82.9% - 80% = B -
79.9% - 78% = C +	77.9% - 73% = C	72.9% - 70% = C -
69.9% - 68% = D +	67.9% - 63% = D	62.9% - 60% = D -
59.9% and below = F		

HOMEWORK / CLASSWORK PHILOSOPHY:

Homework will be given on a daily basis and students are expected to have homework completed by the beginning of class period. A semester schedule of reading assignments and due dates will be distributed in class and posted on the website to allow for better time management. All in class assignments are to be completed during the class period unless otherwise noted by the teacher. Homework and classwork will be checked for completion and scored randomly.

ATTENDANCE:

It is crucial that you are in class every day. If you are absent, it is the student responsibility to come and get any work you missed while absent. You may see me during tutorial, before/after school or at lunch to obtain any work missed. Students are encouraged to check the class website or with their peers to get missed work in advance of their return. Email communication with the teacher is encouraged for extended absences. Work not turned in while you were absent will not be counted as late as long as it is turned in the day you return to school.

LATE WORK:

You have the number of days absent to make up missed work without late penalty. Late work will be accepted for a 10% deduction per day late, down to 50% credit. Late work assigned during a unit will not be accepted after the completion of the unit. At the completion of the unit all missing work will receive a minimum failing grade of 25%.

MAKEUP EXAMS / RETAKES:

Students will have one week to schedule a time to make up an exam that was missed due to an excused absences. After the one week has passed, students will suffer an automatic zero on the exam. Students will be allowed to retake an exam if their initial grade was a D or an F. A "C" is the maximum grade a student can earn for a retake examination. Students wishing to retake an exam must arrange to do so within one week after the exam has been returned.

*****The instructor reserves the right to make additions, changes, and deletions to the syllabus as appropriate for student learning.

By signing this form, I acknowledge that I have read and understand everything in the Course syllabus.

Student Name

Student Signature

Parent / Guardian Name

Parent / Guardian Signature

Date