

Course Syllabus

Cicely Tyson Middle/High School
Title of course: Modern U.S. History
Days of the Week: M,T,W, Thurs, Fri
Full year/Semester Course
Credit hours: 5.0

Teacher's name: Mr. Day
School phone number: (973) 414-8600
Room Number: 131
Joseph.Day@ East Orange.k12.nj.us
Google Classroom Codes: 52xxi3u,
enpondro, sfuw9ii, xvlrhz

Welcome and Introduction

“Welcome to Modern U.S. History II. I’m your instructor, Mr. Day. We’ll be together for the next 42 weeks. In this course, we’ll come together to help you learn to question and analyze texts that discusses the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. By evaluating the process and actions of the people of history you’ll be able to make informed decision about local, state, national, and global events based on inquiring and analysis.

Course Theme (overarching ideal)

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education – Dr. Martin Luther King Jr.

Course Goals/Essential Questions

During the next ten months, we will be studying the following eras in American History. Please preview **some** of the “essential questions” that we will discuss in our studies.

- Emergence of the Modern United States (1890-1920)
 - Imperialism and World War I
 - EQ: What is the appropriate role of the U.S. in world affairs? What caused the US to become involved in WWI and how did the US change as a result of its involvement in global conflict?
- Prosperity and Depression (1919-1941):
 - Roaring Twenties, Great Depression, New Deal
 - EQ: How did consumer habits of the 1920s contribute to the Great Depression? How did the role of government change as a result of the New Deal?
- WWII and Postwar America (1931-1960):
 - Coming of War, WWII, Cold War, Postwar Confidence and Anxiety
 - EQs: What forces led to the rise of nationalist dictatorships in Europe during the 1930s? How are genocide and other acts of mass violence humanly possible and what choices do people make that allow collective violence to happen? What caused the deterioration of US-Soviet relations following World War II?
- Challenges and Change (1945-1980):
 - Civil Rights, Kennedy & Johnson, Vietnam War, Era of Protest and Change, Crisis in Confidence
 - EQs: What progress/achievements did the Civil Rights Movement make during the 1950s and 1960s? In what sense did the US suffer a crisis of democracy during the 1970s?
- Changing and Enduring Issues (1980-Present):
 - Conservative Resurgence and Into a New Century
 - EQs: What factors have contributed to the conservative shift in American politics, society, and culture during the 1970s and 1980s? What have the main objectives of the conservative Christian political movements been since 1990?

Methods of Instruction

Throughout the school year, students will be exposed to the following teaching methods:

- Lectures / Guided Lectures
- Group Discussions
- Team Work
- Hands-on Activities
- Learning Stations
- Project Based Learning

Course Component Specifics

Class Participation

- Class participation will come in the form of “Do Nows” (aka “Journal Entries”), class discussions, current events, and peer evaluation during projects. Refer to the section, “Course Requirements and Grading” for further information.

Research Formats

- Students should familiarize themselves with the following methods of citation:
 - MLA
 - Chicago
- Resources:
 - Cornell University’s Library has a “Citation Management guide:
 - <http://www.library.cornell.edu/resrch/citmanage>
 - EasyBib may be a useful resource for generating a bibliography/works cited:
 - <http://www.easybib.com/>

Plagiarism and cheating have no place in a community of scholars. Have the confidence in yourself to give your original best. This is all that is required of you.

Attendance and Make-Up Work

Students are responsible for getting all work and assignments if they are absent. It would be wise to take down the name and number of at least two of your classmates should you need to call someone for work.

Absences are recognized for the following reasons:

- Participation in official school/district activities (performances, field trips, athletic events, etc.)
 - If you know you are going to be absent in advance (field trips, etc.), you are responsible for getting the assignments prior to the absence. Your work will be due as scheduled.
- Medical reasons
- College Visits
- Pass indicating the student is coming from one of the following
 - Administrator
 - Guidance
 - Nurse
 - CST
 - Social Worker
 - Discipline Office
- Passes indicating you are with another teacher must be cleared first by Mr. Day if you are planning to miss more than 10 minutes of class. Otherwise, the student will be referred to discipline for cutting class.
- Students arriving late to class without a pass will be marked “tardy.”
- Students are responsible for coordinating any missed assignments/make-up exams with Mr. Day. If you miss a test/quiz, see me to schedule a make-up date as soon as you return to school. **This does not apply for long-term assignments – if you are absent the day a project or paper is due, it must be turned in the following class or you will be penalized.**

Attendance and Make-Up Work (continued)

- If necessary, students are expected to schedule a time to come for **extra help** or at least talk Mr. Day regarding missed class activities.
- Incomplete assignments after the week-long grace period will result in a zero.
- If you miss class, make arrangements with me as soon as possible to arrange time for your make-up assignments. You are responsible for getting class notes from a classmate. Make-up assignments are due by the end of the class following the missed class.
- Make an effort to come into school every day. The more classes you attend, the better off you will be.

Course Requirements and Grading

Assessment Component	Percentage of Grade
Classwork/Participation	15%
Homework	10%
Quizzes	20%
Projects/Writing Assignments	25%
Exams	30%
TOTAL	100%

- The East Orange district assessments typically take place three times per year. These exams are designed to measure student growth throughout the year and provide teachers and the school with valuable feedback and data.
 - September: Pre-Assessment
 - January: Benchmark Assessment
 - April: Post-Assessment
- Typically, students will have a midterm and a final exam in the months of January and June, respectively. Students will be notified well in advance as to the method of assessment. Although we use the term, “final exams,” to describe the period of time, students’ exams may very well be a project or paper in lieu of a traditional exam.

Attitude, Effort, and Improvement

- Without a positive attitude and perception students have little chance of learning. You are expected to give Mr. Day your best. Please remember to be open-minded as your classmates may have opinions that do not reflect your own. Even if you disagree with a classmate, you must show him/her the same respect with which you would want directed toward yourself.

Exams

- Exams will contain various combinations both objective and subjective components that may include any combination of the following:
 - Multiple choice
 - Matching
 - True/False
 - Short Answer
 - Free Response Questions
 - Document Based Questions
 - Geography / Map Skills
- Due to the nature of social studies classes, we do not have a concrete testing schedule. Examinations will generally be given at the end of a chapter with at least a week’s advanced notice. Not all chapters will culminate in an exam as students will be exposed to various assessment methods.

Projects

- We will have two major (semester) projects in addition to several smaller projects throughout the year. Rubrics for scoring will be provided when each semester project is assigned. The first project will be assigned on or before November 1, 2017 and due at some point during the second cycle. The second project will be assigned during the third cycle with a due date in May, 2017.

Cycle Grades

Letter Grade	Percentage of Grade
A	90-100%
B	80-89%
C	70-79%
D	65-69%
F	65% and below
I - Incomplete	Student is missing work and excused; will earn a grade upon the completion of work.

Opportunities for Extra Support

If students are in need of extra support please see me during 7th period, 8th period, or after school.

How to Reach Me

Students can contact through Google Classroom or through email (Joseph. Day @eastorange.k12.nj.us)

Date of the 1st Parent/Teacher meeting: This will be our back to school night schedule for November. This will be mandatory for all teachers and fall after reports are scheduled to go home. Date will be provided. Please leave a section on your syllabus.

Required text/E-book/Online Resources Used

Required Resources

Books

- Title: *United States History*
 - Publisher: Prentice Hall
 - Authors: Emma J. Pansansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor

Online Resources

- Achieve 3000
 - Username: eo + student ID
 - Password: first initial + last initial + student ID
- CNN Student News
- Various online publications if and when necessary

Supplies

- Either a combination of a large notebook and a large folder for handouts and assignments **OR** a large 3-ring binder (2" or larger) with loose-leaf paper for note-taking and assignments.
- A **covered** textbook → *United States History*
- Writing utensils (pens and pencils)
- A composition notebook → this will remain in Room 318 and be used in order to complete a "Do Now"
 - This is typically a black and white marbled notebook (or a notebook similar in size)

Quarterly/Unit Schedule

Cycle 1 Topics and Dates:

- Imperialism (3 weeks; September 11 –October 6)

- America and World War I (2 weeks; October 8 – 27)
 - Assignments/Projects/Assessments
 - Homework (assigned on chapter by chapter or topic by topic basis)
 - Class projects
 - Section quizzes
 - Geography quizzes
 - Exams
 - Writing Assignments
 - Class participation

Cycle II Topics and Dates:

- Roaring Twenties: Change in American Culture & The Harlem Renaissance (month of Nov.)
 - [School closed 11/6/14 – 11/10/14 & 11/27/14 – 11/30/14]
- The Great Depression and the New Deal (month of Dec.)
 - [School closed 12/24/14 – 1/4/15]
- World War II and the Holocaust/Genocide (month of January)
 - Assignments/Projects/Assessments
 - Homework (assigned on chapter by chapter or topic by topic basis)
 - Class projects
 - Section quizzes
 - Geography quizzes
 - Exams
 - Writing Assignments
 - Class participation
 - Semester Project #1
 - Midterm

Cycle III Topics and Dates:

- Life After WWII (1 week; February 2 – 6)
- [Built in break in schedule to deal with issues such as weather, district assessments, or other events that may cause a delay around the winter months; if no such time is needed to “catch up,” we will proceed with the next topic. School closed 2/13/15 – 2/16/15]
- The Cold War (2 weeks; February 23 – March 6)
- 1950s (2 weeks; March 6 – 20)
- The Korean War (1 week; March 20 – 27)
 - Assignments/Projects/Assessments
 - Homework (assigned on chapter by chapter or topic by topic basis)
 - Class projects
 - Section quizzes
 - Geography quizzes
 - Exams
 - Writing Assignments
 - Class participation

Cycle IV Topics and Dates:

- Civil Rights Movement (3 weeks; March 30 – April 24)
 - [School Closed 4/3/15 – 4/12/15]
- The 1960s (2 weeks; April 24 – May 8)
- The Vietnam War (3 weeks; May 8 - 29)
- Contemporary Issues Facing America (1 week + final project; month of June)
 - Assignments/Projects/Assessments
 - Homework (assigned on chapter by chapter or topic by topic basis)
 - Class projects
 - Section quizzes

- Geography quizzes
- Exams
- Writing Assignments
- Class participation
- Semester Project #2
- Final

* Syllabus will be updated as need

*Cicely L. Tyson Community School for Performing and Fine Arts Middle/High School where:
“ We aim high. We soar high.”*