



*Continuing a Culture of Excellence*

## **United States History**

Kenny Boren

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**Conference Period:** 1:40-2:30

**Department Lead Conference Period:** 9:05-9:55

### **Tutoring Opportunities:**

8:30-9:00 Tuesday (A150)

4:30-5:00 Tuesday (A154/A156)

8:30-9:00 Wednesday (A162)

9:30-9:00 Thursday (A155)

\*additional times may be available upon student request

### **Class Materials:**

- Course Textbook (digital): United States History from 1877, McGraw-Hill
- Students will receive a supply list on the first day of class

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### **Course Description:**

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) U.S. History exam to meet part of the graduation requirements.

### **Course Goals:**

Students who complete this course successfully will be able to:

- Understand traditional historical points of reference in U.S. History from 1877 to the present;

- Understand the political, economic, and social changes in the United States from 1877 to 1898 and the emergence of the United States as a world power between 1898 and 1920;
- Understand the effect of reform and third-party movements in the early 20<sup>th</sup> century;
- Understand the significant events, social issues, and individuals of the 1920s;
- Understand the domestic and international impact of U.S. participation in World War II;
- Understand the impact of significant national and international decisions and conflicts in the Cold War on the United States;
- Understand the impact of the American civil rights movement;
- Understand the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990;
- Understand the emerging political, economic, and social issues of the United States from the 1990s into the 21<sup>st</sup> century.

### **Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/6 and the semester exam will count as 1/7 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

### **Assignments, exams, expectations outside of the classroom:**

Students are expected to timely complete both in-class and outside of class assignments and readings as assigned. Work assigned to be completed outside of class will be limited; however, work that is unfinished during the allotted class time may be required to be completed outside of class.

Major grades may include:

- Tests (including District Curriculum Assessments and 6-week Assessments)
- Projects
- Final Essays
- Research Papers
- Presentations

All students are expected to meaningfully participate in classroom activities. Formative assessment to gauge understanding of TEKS (and grades associated therewith) will consider both written and verbal expression.

## **Attendance/Tardy Policy/Late Work/Make-Up Work:**

### **Attendance**

Attendance will be taken pursuant to and consistent with the EMS ISD policies.

### **Tardy Policy (in-person learning)**

Tardy consequences are per period and are assigned as follows:

- 1<sup>st</sup> and 2<sup>nd</sup> Tardy: WARNING
- 3<sup>rd</sup> Tardy: Referral/AM-PM Detention
- 4<sup>th</sup> Tardy: Referral/Sat School/ISS
- 5<sup>th</sup> Tardy: Referral/Sat School/ISS

This policy will reset at the end of each 6 weeks grading period.

### **Late Work**

Late work is defined as any assignment not turned in on the assigned date unless the date is altered by the teacher at his/her discretion.

- An assignment may be turned in under the following guidelines:
  - 1 school day late - maximum score is 85
  - 2 school days late – maximum score is 70
  - 3 school days late – maximum score is 60
- No late work accepted after 3 school business days and a zero is recorded in the gradebook.

### **Make-Up Work**

- All students shall be allowed to make-up work when they are absent from class.
- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
- Under extenuating circumstances such as long-term illness or family emergencies, I will work with the student to determine the due dates for make-up work missed. I may reduce the length or number of assignments as long as the appropriate TEKS are covered.
- Students returning to class following an absence are responsible for discussing with me what is to be completed and the date for such completion, along with securing necessary materials and notes.
- Make-up work, including tests, at teacher discretion, may be an alternate version of the original work as long as it is at the same level of cognition and covers the identical learning target(s).
- Make-up tests will be administered before or after school to prevent a student from missing additional class time. At my discretion, tests may be made up during the school day.
- Work, including tests, assigned prior to an absence may be due on the first return day. See the late work policy elsewhere in this document for make-up work not turned in when due dates have been set.

### **Classroom Expectations:**

- Respect everyone in the learning community
- Be prepared for class activities
- Participate and communicate positively with others
- Follow all school rules

## **Preliminary Schedule of Topics**

- August 16 – September 10, 2021
  - Foundations of American History and Gilded Age
- September 13 – October 1, 2021
  - Progressive Era
- October 4 – October 22, 2021
  - Rise of a World Power
- October 25 – November 19, 2021
  - Roaring Twenties, Great Depression, and New Deal
- November 29 – December 10, 2021
  - World War II
- December 13 – December 14, 2021
  - Semester Exam Review
- December 15 – December 17, 2021
  - SEMESTER EXAMS
- January 5 – January 21, 2022
  - Early Cold War and Affluent Society
- January 24 – February 4, 2022
  - Vietnam & the 1960s
- February 7 – February 18, 2022
  - Civil Rights
- February 23 – March 11, 2022
  - 1970s to End of Cold War
- March 21 – April 8, 2022
  - 1990s to the 21<sup>st</sup> Century
- April 11 – May 19, 2022
  - EOC Review and Post-EOC Activities
- May 23 – May 24, 2022
  - Semester Exam Review
- May 25 – May 27, 2022
  - SEMESTER EXAMS

## **Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.